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ABSTRACT

This handbook is addressed to elementary school teachers, in an attempt to answer the following questions: (1) What is bilingual-bicultural education? (2) Why have bilingual-bicultural education? (3) Who is it for? (4) When should such education begin? (5) How does such a program start?, (6) What should a teacher having only a few students with language problems do? (7) Where can an elementary school teacher get help for students with language problems? Following a discussion of the need for and the purpose of bilingual-bicultural education, details of the bilingual-bicultural classroom are examined, as well as the implementation of bicultural education, techniques for teaching the home language, and the teaching of English as a second language. A selected bibliography of professional materials for bilingual-bicultural teachers is provided, and the appendix presents charts of possible ways to arrange a classroom. (CLK)

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BILINGUAL-BICULTURAL EDUCATION IN THE CLASSROOM

A Handbook for Teachers

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

Leslie Fisher, State Superintendent of Public Instruction

1977

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BILINGUAL-BICULTURAL EDUCATION IN THE CLASSROOM

A Handbook of Ideas for the Teacher

by

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OKLAHOMA
STATE DEPARTMENT OF EDUCATION
Leslie Fisher, State Superintendent
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PREFACE

There are many in the state of Oklahoma who have contributed to the advancement of bilingual education. This handbook, however, would not have been possible without the assistance of Dr. Leslie Fisher, State Superintendent of Public Instruction, for it was his allocation of some Federal funds that enabled us to see it through to its completion.

Information regarding sources of materials and training are constantly being revised and updated. Any questions concerning these areas should be channeled to the appropriate person at the State Department of Education who handles bilingual-bicultural education.

ACKNOWLEDGMENTS

Recognition and appreciation are given to the following sources for providing information and ideas incorporated into this handbook.

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INTRODUCTION

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act in 1968 helped bring about a major change in our educational philosophy from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including one by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field.

This handbook has been prepared for those of you who are already teaching and faced with the dilemma of such questions as:

1. WHAT is bilingual-bicultural education?
2. WHY have bilingual-bicultural education?
3. WHO is bilingual-bicultural education for?
4. WHEN should bilingual-bicultural education begin?
5. HOW does a bilingual-bicultural program start?
6. WHAT do I do if I only have a few students with language problems?
7. WHERE can I get help?

There is such a diversity of languages and cultures in the state of Oklahoma that it has been difficult to identify the appropriate terminology to recognize all of the ethnic groups. In this handbook the writer has chosen to use mother tongue or ancestral, home or native language wherever appropriate when referring to a language other than English.

NEED FOR BILINGUAL–BICULTURAL EDUCATION

Being a part of a student's academic progress is one of the most fulfilling experiences we, as educators, could expect. We have so often made statements of concern regarding students who are just not getting it, and we ask questions about what to do to help those students. It is a common concern among teachers because all of us have students with such problems. Special education classes, tutorial services and many others have been arranged to assist these students. Such classes and services serve their purpose and are very beneficial, but students whose language is other than English may not have the same problems as most of the others. Their problem may be nothing other than a language handicap and low self-concept which brings forth the need for bilingual-bicultural education.

Many have asked why go backward in time and teach the reading and writing of their ancestral language when they can already speak English. Yes, most of our students throughout the state are able to speak some English at varied degrees of proficiency, but it is only at the conversational level. Instructional English which is used in the classroom, in textbooks and on tests is the foreign language to them. It is known that many of the students who are speakers of a language other than English can read aloud beautifully with little or no mistakes, but the comprehension level is extremely low. Educators have been in a quandary for years as to what to do about the problem. Many of these students have been placed in special education classes which was to little or no avail. Often, the language problem really does not become evident until the student reaches the fourth grade, although this is no fault of the teachers who had the student previously. The lower elementary grades are designed for acquisition of skills, usually with very close teacher supervision. It is not until the students start applying those skills at the fourth grade level that the problem becomes apparent.

In the past, it was thought that it was a disadvantage to be bilingual, but recent research has proven that being bilingual is a great asset and, in many cases, an advantage. Students can learn two or more languages with no difficulty at all. Haven't you ever wished that you could speak another language? Those of you who can speak another language no doubt learned much about the structure of your own language by learning another language.

Research has indicated that young children have an innate capacity for language learning that is greatly reduced when they get older. This capacity suggests that bilingual education will be most successful when it is implemented very early in the school program. Home language habits become fixed by the time a child reaches puberty and are much more likely to interfere with his recognition and production of other languages if he learns them after that age. In addition, an adequate bilingual education program beginning at the kindergarten or first grade level should eliminate the need for later remedial language instruction.

Education should be more relevant to the home culture of the students it serves. One of the main criticisms leveled toward American education by members of the "great majority" has been its lack of relevancy. If the educational system which is a product or reflection of the American society is not relevant to the group it is intended to serve, there is little hope that it has been relevant to those children who are linguistically different and come from widely divergent cultures. In a testimony given by a Cheyenne chief, he stated:

> We feel our children need education which gives the best of both cultures. We feel that many of the values of our past Cheyenne society can still serve us well in this modern world. We feel we need this to give us understanding and pride in our past, just as other Americans learn their history for the same reason.

When individuals of one culture are intimately exposed to a radically different one, they may experience cultural shock, incapacitating them so severely that they cannot function. Even those intellectually prepared for new situations experience cultural rub, a nagging irritation which brings on cultural fatigue. The U.S. Foreign Service knows this problem. Personnel are given home leave, reassigned periodically, and supported with modest stateside comforts.

When we think about members of other cultures or subgroups of our own culture, we usually have recourse to stereotypes. Stereotypes have been with us for many generations and can only be eliminated through accurate knowledge. Knowledge usually promotes understanding and, in time, appreciation of cultural values. Perhaps learning about the wide variety of indispensable cultural differences in our country, especially those intrinsic in nature, will free future generations from stereotypes: those biased perceptions of themselves and others.

Learning about other cultures is sometimes difficult but with little effort one is more able to recognize and accept how each culture imposes needs upon its members to some extent through societal values that require a person to behave in a given way in given situations. Even the goals a person works toward are culturally influenced. Consequently, while physical and psychological needs are universal, the individual aspirations that give direction to these needs arise out of the basic values of a particular culture.

A productive approach to understanding another society involves ascertaining the way culture has influenced basic needs, both in terms of the relative importance assigned by that society to a particular need and the ways provided by the society to satisfy the need. While all cultural patterns relate to a need with which people from any society can identify, the patterns themselves may seem peculiar.

Each culture offers its people a number of options for satisfying any particular human need. Many of these options are widely shared across cultures; the cross-cultural occurrence of other options is rare. Except in highly conventionalized circumstances, one can rarely predict with precision exactly what a person will do. But one can, with great precision, indicate the range of options within which a person will act to gratify a particular need if he is to be considered "normal" by his neighbors.

Much of the individuality of a person's actions is the result of the relatively different set of options he has chosen to satisfy his needs. When regarded as an individual, he is relatively unpredictable. But when viewed as a collection of individuals who share the same society (i.e., the same cultural ground rules), his behavior becomes relatively predictable. The non-English-speaking child who has typically lived the critical first five or six years of his life in a language and a culture different from those he encounters as he enters school inevitably suffers a culture shock. To be sure, most administrators and teachers try their best—in English—to make such a child feel comfortable and welcome. However, to the extent that English is the only medium of communication and the child's language is banned from the classroom and playground, he inevitably feels himself to be a stranger. Only as he succeeds in suppressing his language and natural way of behaving, and in assuming a new and unaccustomed role, does he feel the full warmth of approval. In subtle or not so subtle ways he is made to think that his language is inferior to English, that he is inferior to the English-speaking children in school, and that his parents are inferior to English-speakers in the community.

His parents find themselves in a similar equivocal situation. Pride in their heritage and a natural sense of dignity make them want to maintain the ancestral language in the home. At the same time, many parents want to do all they can to help their children adjust to school and so they talk English as best they can in the home rather than their native language. Sometimes what results is a mixture of the two, with an inadequate hold on either. The fault here lies less with the parents than with the teacher and schools that misguide them. The school, as the agency whose task it is to organize the best possible education for all children, has an unusual opportunity today "to develop forward-looking approaches" through bilingual schooling.

Since there is a great deal of diversity among ethnic groups—diversity in language, customs, values, and even basic personality traits—there is a greater need for bilingual-bicultural education. One should be very careful in accepting generalizations about any ethnic group as being true since cultural diversity makes any generalization risky.

The following comparison of value concepts will further illustrate the need for better understanding of the societal values held by different ethnic groups. Even though this list shows values of the American educational system compared to those of American Indian cultures, similar comparisons could be made using values of other ethnic groups.

Modern American Values and Goals Incorporated into and Reinforced by the Educational System	Important Indian Cultural Values
Competition	Cooperation (some tribes were competitive)
Technology	Wisdom
Commercialization	Sharing
Manipulation of Environment	Protection of Environment
Amassing Capital	Sharing

Delayed Gratification	"Present" rather than "Future" Oriented
National Interdependence	Independence of Tribal Groups
Urbanization	Respect for Tradition
Youth as the "Golden Age"	Old Age as a Time of Reverence
Industrialization	Food Gathering, Hunting, Fishing
Science	Observation
Mobility and Nuclear Family	Close Ties to Homeland and the Extended Family
Striving for Increased Individual Status	Group Status Actively Pursued (inappropriate to work for individual status)
Punishment	Restitution
Confrontation	Peace and Politeness
Individual Achievement	Happy Human Relationships
Devotion to the "New"	Endurance
Casual Impersonal Relationships	Intense and Highly Personal Relationships
Educational Degrees as a Source of Status	Character as a Source of Status

As you can see, cultural differences exist and are necessary. Living cultures can learn from each other, even honor cultural differences, not just "accept" or "tolerate" each other. Education seems to be the only key to eliminating cultural conflicts; therefore, bilingual-bicultural education is needed to preserve our democratic pluralistic society.

Summarized below are ten important points to remember when making decisions about instituting a bilingual-bicultural program in your community.

1. American schools should meet the needs of children coming from homes where non-English languages are spoken.
2. Improvement must first of all maintain and strengthen the sense of identity of children entering the school from such homes.
3. The self-image and sense of dignity of families that speak other languages must also be preserved and strengthened.
4. The child's mother tongue is not only an essential part of his sense of identity; but is also his best instrument for learning, especially in the early stages.
5. Preliminary evidence indicates that initial learning through a child's non-English home language does not hinder learning in English or other school subjects.
6. Differences among first, second, and foreign languages need to be understood if learning through them is to be sequenced effectively.
7. The best order of the learning of basic skills in a language—whether first or second—needs to be understood and respected if best results are to be obtained; this order is normally, especially for children: listening comprehension, speaking, reading, and writing.
8. Young children have an impressive learning capacity; especially in the case of language learning, the young child learns more easily and better than adolescents or adults the sound systems the basic structure, and vocabulary of a language.

9. Closely related to bilingualism is biculturalism, which should be an integral part of bilingual instruction.
10. Bilingual education holds the promise of helping to harmonize various ethnic elements in a community into a mutually respectful and creative pluralistic society.

If the needs of all children are to be met, we must do what we can do to dispel the "melting pot" myth. As educators we can learn to accept the various existing linguistic and cultural patterns as strengths to build upon. These children will not wait for us to develop an ideal system; we must do the best we can to meet their needs now with our present knowledge. The following portions of this handbook provide a starting point. After carefully controlled, responsible experimentation, you will learn the best procedures for achieving the educational goals necessary to meet the needs of your community.

PURPOSE OF BILINGUAL–BICULTURAL EDUCATION

OBJECTIVES

A bilingual education program is designed to meet the special educational need of children who have limited-English-speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families. It is intended that children participating in such a program will develop greater competence in English, become more proficient in their dominant language, and profit from increased educational opportunity. Though the U.S. Office of Education affirms the primary importance of English, it also recognizes that the use of the children's mother tongue can help to prevent retardation in school performance until sufficient command of English is attained. Moreover, the development of literacy in the mother tongue as well as in English should result in more broadly educated adults.

DEFINITIONS

Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

CHARACTERISTICS OF BILINGUAL EDUCATION PROGRAMS

--English is recognized and taught as a second language to children whose dominant language is one other than English.

--The children's dominant language is recognized and taught as a first language; therefore, children normally are introduced to reading and writing in that language as soon as they are ready.

--The children are taught one or more academic subjects in their dominant language, at least until they have mastered enough English to enable learning in English.

--The children whose dominant language is English are taught the dominant language of the other children.

--Provision is made for increasing the instructional use of both languages for both groups in the classroom.

--The children are taught the history and cultural heritage which reflect the value systems of speakers of both languages.

PROGRAM PLANNING

A school district planning a bilingual education program will want first to study bilingual programs in operation, research data, data from their own experience in pilot programs, and suggestions from the community before determining what pattern of bilingual education will be adopted. Some of the basic alternatives are:

1. Equal Time for Both Languages

The dominant language would be used for area instruction during part of the day, and English would be used for the rest of the school day.

2. Instruction Based on the Child's Language

Evidence indicates that children who enter school for the first time are doubly hindered by being thrust into a new situation and having to communicate in an unknown language. For this reason, the major part of the instruction would be given in the home language. One class in English-as-a-second-language and one subject area taught in English could be provided.

3. A Strong English-as-a-Second-Language Program (ESL)

The younger the child, the easier it is for him to acquire a second language. A language arts course might be offered first, and one or two subjects taught in the dominant language. All other instruction could be in English.

Whatever decision is made regarding the pattern for the bilingual program, it must be remembered that the goal of bilingual education is a student who functions well in two languages on any occasion.

TEACHING PERSONNEL

1. Teaching the Children's Dominant Language as a First Language and Using It as a Medium of Instruction

It will be difficult for many bilingual projects to find personnel who have not only the required language competencies but also training and experience in teaching their language to its native speakers—teaching the language arts of that language and using it to teach other subjects in the curriculum, such as arithmetic or social studies. Unless personnel have been especially prepared to do this in the language in question or unless they have had special experience such as teaching in another country, they may lack the concepts and technical vocabulary. Staff development programs can be arranged to meet such needs of otherwise qualified personnel.

2. Teaching Second Languages

Instructional personnel who will teach English-as-a-second-language should have specialized training in language teaching methods, with special emphasis on those areas of the second language which are

especially difficult for learners with a particular language background. It is advisable for individuals who will teach English in the program to have some knowledge of the other project languages as a part of their preparation.

COMPONENT DESIGN

The functional components are: Instructional Program; Acquisition, Adaptation and Development of Materials; Staff Development; and Community Involvement. Depending upon particular needs of each project, other components may be added. For the benefit of teachers, only three components will be mentioned at this point—the instructional component; the acquisition, adaptation and development of materials component; and the community involvement component.

Under the instructional component, major learning areas are designated, including dominant language-language arts, second language, culture and heritage, and content (subject) areas, with a provision for any others. Measurable performance objectives should be formulated for process and product for each of these learning areas. The suggested outline on p. 10 indicates activities in each area which when applicable should require at least one performance objective.

The components for acquisition, adaptation and development of materials and staff development are structured with the same major learning areas: dominant language-language arts, second language, culture and heritage, content areas, and any others. Applicable activities for each area are outlined on p. 10. Again, measurable performance objectives should be formulated for each activity for both process and product when applicable.

The community involvement component as structured in this outline on p. 11 is separated into three areas: the community at large, the community in an advisory capacity, and parents in instructional (student), participatory (aides or other staff personnel), and advisory capacities. Measurable performances objectives should be formulated for each activity for both process and product when applicable.

Performance objectives are precise descriptions of educational goals in terms of desired behaviors, outcomes, or material items which can be reliably, validly, and objectively measured. For purposes of program planning, performance objectives are required for two distinct areas of program design—instructional products and instructional processes. "Product" refers to a behavior—cognitive, affective or psychomoter—or a material item, for example, a curriculum unit on a particular American culture or a diagnostic test of proficiency in a particular language. "Process" is the direct or indirect means by which the product is obtained. Every product is the result of a process which might also be evaluated. Process evaluation enables a continual evaluation while the project is being conducted, not just at its conclusion or when outcomes can be observed, and allows problems to be detected as they arise and corrective action to be taken before the product is negatively affected.

Performance objectives are usually the responsibility of the administrators and/or program specialist, however, teachers should be aware of the essential elements of the objectives, who is responsible for fulfilling them, when, what kind of measurement and what data is to be collected.

SUGGESTED STRUCTURE FOR COMPONENT DESIGN

INSTRUCTIONAL PROGRAM

I. Dominant Language-Language Arts
   - A. Listening
   - B. Speaking
   - C. Reading
   - D. Writing

II. Second language
   - A. Listening
   - B. Speaking
   - C. Reading
   - D. Writing

III. Culture and Heritage
   - A. Of Dominant Language
   - B. Of Second Language
   - C. Self-Concept

IV. Content
   - A. Through Dominant Language
   - B. Through Second Language

V. Other

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

For students (Instructional materials) and for staff (training materials)

I. Dominant Language-Language Arts
   - A. Identification and review of existing materials
   - B. Selection of Materials appropriate in present form
   - C. Selection of adaptable materials
   - D. Determination of need for materials not yet in existence
   - E. Development of adaptable materials
   - F. Development of new materials

II. Second Language
   - A. Identification and review of existing materials
   - B. Selection of materials appropriate in present form

C. Selection of adaptable materials
D. Determination of need for materials not yet in existence
E. Development of adaptable materials
F. Development of new materials

III. Culture and Heritage
A. Identification and review of existing materials
B. Selection of materials appropriate in present form
C. Selection of adaptable materials
D. Determination of need for materials not yet in existence
E. Development of adaptable materials
F. Development of new materials

IV. Content
A. Identification and review of existing materials
B. Selection of materials appropriate in present form
C. Selection of adaptable materials
D. Determination of need for materials not yet in existence
E. Development of adaptable materials
F. Development of new materials

V. Other
A. Identification and review of existing materials
B. Selection of materials appropriate in present form
C. Selection of adaptable materials
D. Determination of need for materials not yet in existence
E. Development of adaptable materials
F. Development of new materials

COMMUNITY INVOLVEMENT

I. Community at Large
A. Information

II. Advisory
A. Instruction
B. Participation

III. Parents of Target Population
A. Instruction
1. Classroom
2. Observation
3. Home Reinforcement
4. Adult Education Courses (dominant and second languages)
B. Participation
C. Advisory

SUMMARY OF GOALS

The goal of American education must be to take each child and develop his abilities to the fullest extent so that he can realize himself and remain himself. The goal of every American educator must be to make the school serve all ethnic groups without discrimination, with equal opportunity for all children, and with honor for all cultures. More specifically the goals should be:

--To plan and conduct the program in such a way that either language, or both, is used for most effective learning in any part of the curriculum.

--To encourage all children, each at his own best rate, to cultivate their first language fully: to develop skill in all the language arts—learning comprehension, speaking, memorizing, reading, and writing.

--To encourage all children to develop fully their second language each at his own best rate of learning.

--To enable all children to gain a sympathetic understanding of their own history and culture and of the history and culture of the other ethnic groups.

In short: To give all children the opportunity to become fully articulate and broadly educated in two languages and sensitive to two cultures.

For the student to have the confidence to succeed, and for the country to benefit from his bilingual skills, he must develop pride in being the twice-blessed person that he is. Bilingual programs help students grow in self-esteem by recognizing that learning does occur in his first language as well as in English, and by increasing his appreciation for his maternal heritage. Only students with parental permission are allowed in the program.

The goals of bilingual-bicultural education are the following: (1) fluency and literacy in two languages; (2) achievement at a rate commensurate with their own age, ability, and grade level in all school subjects; (3) growth in self-esteem; (4) a coordinated and integrated learning environment through effective coordination with the regular school program; (5) involvement of teachers and staff members in a comprehensive inservice training program; (6) involvement of parents and other community members in the planning, implementation, and evaluation of the bilingual program; and (7) an evaluation to assess the program's effectiveness.

THE BILINGUAL–BICULTURAL CLASSROOM

Total implementation of bilingual-bicultural education is dependent upon the number of students in your class whose home language is one other than English. Also under consideration should be: availability of funds, technical assistance needed, and your commitment as the teacher. As in all new methods, there is much to learn, but questions can be asked and many will be answered by your own experiences.

Providing funds are available, there are groups and organizations throughout the state who are qualified to assist you in training. Services are also available from the State Department of Education upon request. In classrooms where teachers and paraprofessionals will be working together, joint training is important to enable both to interrelate as effectively as possible.

Federal funding for bilingual-bicultural education is not absolutely necessary if you have local monies which can be used. The cost varies from district to district depending on whether the teacher is a speaker of the language and the availability of materials and local resources.

In order to comply with the Office of Civil Rights there are two major points that need to be mentioned. They are as follows:

1. Bilingual-Bicultural Education should <u>not</u> be on a pull-out basis, which is taking only the children who speak a language other than English to another room. The purpose is not to discriminate among races.
2. Grouping should <u>not</u> be done on the basis of ability. Again, this is discrimination because in many cases the low-ability group is comprised of only minority children and such grouping is usually based on culturally and linguistically biased tests.

IMPORTANCE OF THE CLASSROOM SETTING

If you cannot pull students out of the classroom for instruction, and you cannot group them according to ability, then how can you teach them? They can be taught by incorporating a bilingual-bicultural program into an organized, well-managed classroom. A well-managed classroom is a pleasant place for the children and for their teacher. It is a place where the children are happily involved in what they are doing, whether the activity be highly structured, requiring their careful attention and concentration, or loosely organized and free, requiring them to operate with a high degree of self-discipline. Such a classroom is a pleasure to watch; it seems so natural and easy that the naive observer might think it exists with no effort. The teacher of a well-managed classroom knows this is not so. Her classroom is the product of her careful thought concerning how she plans and programs the children's activities and of her careful behavior concerning how she deals with the children.

Successful management involves keeping the children on task (whether that task be a specific learning task or general classroom behavior), maintaining motivation and interest, and eliminating behaviors that are incompatible with productive work in school. Although the problems of classroom management are sometimes difficult and often complex, there are effective procedures that a teacher can use to induce appropriate classroom behavior. Many efforts of trial and error have indicated that positive behavioral skills are reinforced best through a method of instruction called "modular learning stations." This method of teaching is very flexible and provides a setting for the teacher to become a facilitator rather than everything being teacher directed throughout the school day. It also provides an opportunity to have bilingual-bicultural instruction within the self-contained or departmentalized classroom without changing or interrupting the subjects required by the State Department of Education. The concept of modular learning stations is somewhat the same as open classroom teaching techniques but it is a bit more structured and is within a self-contained classroom; in other words, the walls of a regular classroom are still intact and each grade is taught separately. Usually the activities center around four or five major areas of instruction during the morning hours and are restructured for the afternoon subjects.

The traditional method of teaching where the seats are in a straight row and the teacher is at the front of the room may have its advantages, but unless the teacher and all of the students have the same first language, then it becomes a disadvantage. There are no classrooms within the state where all minority students have the same first language. The modular learning stations approach provides a medium for meeting the needs of all the students. Grouping can be done on a heterogeneous basis which is in compliance with the Office of Civil Rights and provides many opportunities for meeting the needs of all the students.

Small, heterogeneous grouping has proven to be the most satisfactory grouping approach in bilingual education. Heterogeneous grouping combines the varied language ability, ethnic background, sex, and academic skill level of children, and affords diverse teaching and learning possibilities. When heterogeneous grouping is coupled with small grouping, not more than five or six students, the combination allows for optimal learning to take place. The small, heterogeneous grouping approach facilitates the natural method of language acquisition by offering the potential for greatest utilization of environmental and social conditions of the classroom.

ADVANTAGES OF SMALL, HETEROGENEOUS GROUPING

The advantages of the small, heterogeneous group approach in bilingual education are numerous. Those most significant are listed.

1. Children have more opportunity to learn group participation skills.

In small heterogeneous groups, children may more readily learn and practice the skills of leadership, organization, behavior, management, communication and cooperation. In practice, these skills not only enhance group participation, but more important, they create a self-awakening in the child of the

learning process itself. This awakening unencumbers his attitude about learning. These skills practiced by each group member require continuous language usage for their execution, and this in turn complements the objectives of bilingual education.

2. Children are provided with many opportunities for peer teaching and modeling.

In small heterogeneous groups, children can learn from one another perhaps as much as from any other source. The English-speaking and non-English speaking children are combined in each group which encourages them to teach and learn from one another. The small group, unlike a large group, gives the skilled child the place as helper and the less-skilled child the opportunity to see and hear his peers performing. Thus, the children act as models for each other socially, academically and linguistically.

3. Children can learn self-management skills.

The small heterogeneous group allows for and necessitates more independence and responsibility on the part of each child. As each student learns the group participation and leadership skills taught to the groups, the skills generalize to influence their own behavior management.

4. Children are provided with varied opportunities for oral language development.

In small heterogeneous groups, children may talk freely with peers, discussing problems and ideas and working out the problems or implementing the ideas together. The teacher can then progressively design activities which encourage increasingly complex verbal responses from all the children. Thus, the small group provides not only the opportunity for children to learn from each other, but directly promotes increased language learning and practice. The freedom to move about and talk with peers as well as adults encourages them to become fluent in their native language as well as English as a second language.

5. Children have more opportunity to engage in manipulative and discovery activities.

In small heterogeneous groups, all the children can participate fully in learning. Each child can have a hand in manipulatory and discovery activities with concrete materials. Meaningfulness occurs since they are actually doing rather than simply reading about something which is foreign. Language development can result as each child is encouraged and reinforced for verbalizing about his activities and as he learns to classify, categorize and solve problems in relation to the materials. These activities should be designed for those who not only have a language handicap in the English language but have a limited background of experiences.

Chinese Proverb: I hear and I forget, I do and I understand.

6. Children have the opportunity of individualized instruction.

In small heterogeneous groups, the teacher and bilingual assistant work with children on a more individualized basis. They are able, as a team, to diagnose each student's particular needs and in planning daily activities can include those which will meet the needs of each child.

This situation also allows the teacher to verbalize with children more often, and in greater depth, which helps individualize their progress in language learning.

7. Children are awakened to greater self-expression and self-worth.

In small heterogeneous groups, the encouragement of children to help and learn from each other decreases the negative and increases the positive feelings children have about themselves and their peers. Through their activities students develop the ability to make inferences and judgments, to draw conclusions, state summaries, and consequently, improve comprehension and oral expression skills. They gradually awaken to the possibilities of their own self-expression and effectiveness. This awakening enhances the children's ability and desire to express themselves through language.

MATERIALS AND TECHNIQUES

In the past, locating suitable materials for use in bilingual-bicultural programs presented a problem. Because there are numerous small Indian tribes throughout the state, there is little chance of having material already developed in the native language of each of them. There are some commercial materials available for the Spanish; however, some materials may still need to be developed at the local level. If you have no materials already developed you are handicapped but not absolutely prevented from having bilingual-bicultural education. Materials must be field tested before being placed on the market for reproduction. This could be your starting point—develop materials, utilize local resources and the ditto machine and see how effective it is. Several revisions may be necessary before it actually serves your purpose. Unfortunately, many of us are not very creative but let your imagination go and many ideas will come to you. Workshops for development of materials are very beneficial; they provide opportunities to share ideas. Gathering and developing materials is of no real value to you unless you are organized and have a plan for presenting them. A proven method is development of units which surprisingly saves time. A sample format for development of a unit is on page 32.

Thinker boxes could be constructed by the teacher and bilingual assistant to fit the developmental needs of each individual and should be progressive throughout the school year. Contents of thinker boxes are varied to meet the particular learning level and learning style of each child. Examples are as follows: sequencing pictures, geometric shapes, missing parts, sorting dark-to-light, classification games, sound association, objects in pairs, size and form, one or more than one, how I feel, and order of progression.

Special materials are often needed for teaching language skills such as: listening; speaking in context; reading and writing; and the ability to ask questions for information. Several effective oral language programs have been developed; most of them involve conversational language in English with the use of realia. The personnel involved in using a commercially prepared program should use the one that most meets the needs of the children and is one he/she feels comfortable using.

A recommended follow-up for the conversational oral language program is a more structured language program. This type of program involves an instructional language which is normally used in the classroom. It is developed for small groups and is also conducted orally. Much of vocabulary development

can be achieved through the use of teacher made kits from blank language master cards. These cards are aural-oral in that they have a teacher track and a student track for recording as well as space for pictures of the subject.

Writing and illustrating stories of their own should be encouraged especially if the stories in basal readers are not of their interest. These stories should then be laminated and put in booklet form and shared with other members of the class as well as other classes.

Local newspapers are another source for reading and discussion. This could possibly create enthusiasm in environmental culture as well as research in various subjects.

The use of tape recorders, earphones, language master machines, overhead projectors and other equipment gives students a broader vicarious background which for many is limited. The use of silent films with the 8mm projector is also recommended for oral language in large or small group discussion in describing actions of the characters in the film. This enhances their use of prepositions, descriptive words, sentence structure, etc.

SETTING UP MODULAR LEARNING STATIONS

Space and facilities are of no great concern. At the outset of implementing bilingual-bicultural education through modular stations, many have indicated the lack of sufficient space and facilities. After training, assistance by others, and attempts of different arrangements, it was found that they really had more working space than they had previously. Tables and compartments for students personal items are convenient but not absolutely necessary. Students' desks can be placed together for group arrangement and they can still use their desks for personal things, but they just don't sit at that desk all day long. Teacher's desk, bookcases, sand tables, etc., make very good dividers. Probably the most astonishing part of modular stations is that you can do away with most of your textbooks. You really only need enough for the largest number of students in any of your groups.

For more detailed information regarding how to set up modular learning stations* and activities for each of the stations see the bibliography on p. 52. In addition, the Bilingual Education Coordinator at the State Department of Education has a videotape and teacher's manual which will assist the teacher who wishes to implement this classroom design. (See Appendix, page 56)

The uniqueness of modular learning stations is that they are flexible enough to be adapted at any grade level and can be utilized in different ways by teachers and even at the same grade levels. Fortunately, each one of us are individuals and, therefore, are different in our own way. Modular learning stations can be set up to meet the needs of each individual situation and can be changed at any time.

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*Various terms are used by educators to identify this method of instruction; in this bibliography notice books on "learning centers" and "individualized instruction." Note, however, that they all differ in approach and application.

Implementing these learning stations can be extremely hectic without proper planning. Modular learning stations provide an opportunity for the teacher to become a facilitator who is to plan for learning to take place and to make it easy or less difficult. Being individuals, students learn in different ways at different paces; i.e., each has his/her own learning style. The teacher cannot possibly work with all of the students at one time and meet all of their needs. But, she/he can plan ahead for activities to take place which will not only provide an environment conducive for developing in all children the potential for learning but also for meeting their individual needs.

ESTABLISHING NEEDS

Previous to setting up modular learning stations for bilingual-bicultural instruction one should conduct a needs assessment of your classroom and of the community and prepare a list of your needs in priority. Some of the points to consider are:

1. What are the needs of my students as individuals and as a whole?
2. What should be done to meet those needs and how should it be done?
3. Do I have local resources available to assist me?
4. What material will I need and where is it available?
5. Will material need to be developed?
6. What can I do to get the support of the administration and of the community?
7. To what extent should I involve the students in planning and implementing the program?
8. What funds are available and how much?
9. How many different first languages are in my classroom and how many students speak each language?
10. Am I capable of providing bilingual instruction or will I need an assistant?
11. How much do I know about the culture of my students?
12. What is my attitude toward other cultures?
13. Can I share it with the students?

Not all responses to the above points of concern will be positive but, nevertheless, they should be considered for the time being and pursued for future progress. After all, total implementation of bilingual-bicultural education does not occur overnight, so one must have patience and long-range goals. One-step-at-a-time is the key to a rewarding experience in bilingual-bicultural education. Many who have shared their experiences with the writers have stated that they could never go back to their previous method of teaching.

For less frustrations for both you and the students, it is advisable that you talk about what you are going to do and why. This not only helps the students to become aware but provides an opportunity for them to share and become totally involved in the program. In essence they are a part of the program and should be included. Observations of a bilingual-bicultural classroom utilizing modular learning

stations show that the students have much more enthusiasm, interest in learning, and self-discipline in school environment. In a traditional approach to education when the teacher leaves the room the classroom usually becomes total chaos, but in a classroom with the learning station approach the students are involved in their activities and the classroom atmosphere remains basically the same regardless of where the teacher is.

A priority to consider is to solicit the support of your administrator and school board. This not only makes the change easier for you but also provides them with information for communication with the public. When something new and different occurs, the public will have many questions and sometimes criticism until it is fully understood. The administration can be a great asset to you in supporting your efforts at this point in time. It is human nature to become defensive and sometimes critical when faced with a situation of which one is not aware and has little or no knowledge. Therefore, it is of utmost importance to make the community aware of what you are doing and why, especially the parents of the students in your classroom. This can be done through public meetings, parental committees, planning sessions, and preservice and inservice training.

PARENTAL INVOLVEMENT

We, as teachers, often think that the classroom belongs to us and we prefer to close the door and teach. This is good in many ways because the teacher does have the professional training and experience. However, there is a way to utilize that professional training to a greater extent and reap rewards beyond expectation. Fortunately, different talents were distributed among individuals in varied degrees. In essence, some people can do things better than others. Why not utilize the talents of your local resource people? In addition to being a teacher, per se, why not become a leader and a facilitator? Yes, it requires more work in planning and organizing, but the rewards that both you and the students will receive are well worth the time and effort. After all, you are the leader of the classroom so why not take advantage of it.

Parents and other community leaders as local resource people can not only be utilized in the planning and development of the program but in development of materials, construction of needed facilities, field trips, presentations, evaluation, and, in many cases, actual classroom involvement. Most parents are eager and willing to help but they usually don't know what to do or how and when. It's up to you to let them know that you welcome and encourage their assistance and give them some guidance according to your planned activities and time schedule.

WORKING WITH THE BILINGUAL ASSISTANT

If you have received a grant for federal funding for implementation of bilingual-bicultural education, you will be required to involve the parents of the community in all phases of the program. You will have

guidelines to follow and will be expected to provide for total implementation of bilingual-bicultural education. Just a program for ESL is usually not acceptable with the U.S. Office of Education and neither is the employment of a bilingual assistant serving only in the capacity of a translator. If a bilingual assistant is employed, you will be expected to plan with that person daily whereby he or she can become a part of the total classroom instruction and will know what is expected of him/her. Planning is also to your advantage in providing for a smooth operational flow in your classroom. The bilingual assistant cannot be of full value to you unless he/she knows what to do, when, where, and how. When you have to stop what you are doing during the day's activities to tell them what to do, it not only becomes annoying and frustrating, but becomes time consuming. Allowing a few minutes in your daily schedule to plan together enables you to better utilize their talents and your classroom activities become better organized. Planning together also provides for sharing of ideas. Having an open mind and being receptive of their ideas and suggestions is of utmost importance. The bilingual assistant can be of unlimited value to you in understanding the language and culture of others.

Establishing good rapport with your bilingual assistant is to your advantage especially if you can't understand any of her first language. It is only natural for us to become a little insecure and apprehensive when we are not in control of a situation: (i.e., How can you be in control of a classroom when a language is being spoken which you don't understand?). This is where planning, organizing and establishing a trusting relationship with your bilingual assistant becomes a predominant factor in maintaining control of the classroom.

The U.S. Office of Education does not object to the bilingual assistant performing any menial task that you as the teacher also perform. They do, however, object to the bilingual assistant doing only menial tasks and not being a part of the classroom instruction. In other words, they can assist with playground duty, collecting lunch money, grading papers, etc., if that is part of your daily routine, but you must also perform some of those tasks and not just turn it over to them completely. The purpose of having a bilingual assistant is to instruct and help children whose first language is other than English.

The bilingual assistant should be a part of the total day's curriculum in your classroom and not be pulled out to run errands, substitute teach, or serve as a secretary. For your own protection, it is also not advisable to place the bilingual assistant in charge and leave the classroom for any period of time. The point is not that they are incapable when left in charge, but that technically it is not recommended.

EVALUATION

If you are implementing bilingual-bicultural education through federal funding, you will be required to make either quarterly or bi-annual reports. They consist of financial and program progress reports, so it is a good idea to keep all of your records for reference. You will be asked to evaluate the progress of your program and provide data for documentation. It is highly recommended that you pre- and post-test

whenever it is feasible in areas such as achievement, language fluency (both the native language and English as a second language), self-concept, attitude, attendance and dropouts.

Much of your evaluation will be objective data but some of it can be subjective. The objectives and activities to be implemented are usually identified at the time the proposal was submitted for funding. If some objectives are not possible for some reason or other, then you should call it to the attention of the proper authorities for revision. Each objective must be measurable for evaluation purposes and if the objective is not met, then it could affect future funding. Evaluation is not difficult if you know what is expected of you and you prepare for it throughout the school year rather than waiting until the last minute. You, as the teacher, may not in some cases be responsible for the evaluation, but you will be required to keep records and provide pertinent information.

LONG–RANGE PLANNING

Another aspect of federal funding of which you should be aware is the long-range goals of the school district to plan and prepare to continue bilingual-bicultural education through local funds at which time federal funds terminate. Currently, the purpose of federal funds is to assist local school districts in planning, preparing and implementing bilingual-bicultural education on a demonstration basis. Funds are not granted for service program but rather to help the school district initiate the program and plan for continuation from local support. What role do you, as the teacher, play in a continuation program?–a very important role in that the success of the program is dependent upon you in total implementation of the program. If you do your job well and become a believer and promoter of bilingual-bicultural education, then the chances of continuation have excelled. Enthusiasm becomes contagious and, when looking at the past and learning from previous mistakes, it is recognized that bilingual-bicultural education is important for the future of all our youth and our country. After all, to ignore bilingual-bicultural education is to distort history.

IMPLEMENTATION OF BICULTURAL EDUCATION

WHAT IS BICULTURAL EDUCATION?

Bicultural education is the recognition of the diverse and varied systems developed by human societies as media for adaptation to the environment in which their members live. In its totality, a cultural system constitutes the means through which the groups to which it pertains achieves survival as an organized society. Such systems range from simple to the complex and sophisticated; among themselves they exhibit a wide variety of differences in form and content. Bicultural education is a means of bringing varied ethnic elements together in a harmonious and creative community. It creates understanding throughout the community of the important connection between one's mother tongue, one's self-image, and one's heritage in both individual and group cultures.

It recognizes and infuses into the total school curriculum methods and techniques of teaching and coordinating bicultural activities. Thus, the importance of the heritage of the community and of all the ethnic groups is promoted as an integral part of the school program. Consideration must be given to the diversity of the ethnic group's culture, history, and tradition both past and present. Since language is both a part of culture and a means for encoding and transmitting cultural information, it must also be considered as an integral part of bicultural education. Both language and culture of ethnic groups are considered equally important. However, since different techniques are used in teaching language and culture, they are discussed in separate parts of this handbook.

Bicultural education is a method used to understand the unique qualities of ethnic groups. By teachers and students sharing this knowledge and recognizing the value of each ethnic group's culture, more awareness of the school's, the teacher's, and the student's roles in the educational system is created. Through bicultural education, the needs of the students are more identifiable, the student's actions and responses more understandable, and education more meaningful to the student. Factors involving the teacher's role are as follows:

a. Teacher must have some empathy and understanding of children from another culture especially those who speak another language as their dominant language.
b. Teacher should be able to relate to a child whose home environment is different from her own personal background experiences.
c. Teacher must be aware of the different characteristics of various cultures within her school district.
d. Teacher should attend inservice meetings which are designed specifically to acquaint and enhance her understanding of local needs.

e. Teacher should develop cultural materials that are appropriate for her class.

f. Teacher should have prior training in linguistically related courses.

g. Teacher should have prior training in sociology courses concerning ethnic culture, ethnic folklore, ethnic history, etc.

h. Teacher should have prior training in teaching English as a second language.

Bicultural education is a way in which the teacher can make aspects of the Anglo culture meaningful to the students without displacing or de-emphasizing their home cultures. The student's home training in language, values, religion, and other institutions of his own culture are respected and preserved. Bicultural activities provide a better and more meaningful educational experience while leading to the development of the "total" child. They also serve as an avenue for enhancing self-pride, self-worth, and self-image for the different ethnic groups.

Bicultural education also involves the study of the various ethnic groups and their cultures, the learned behavior of man. Students learn how different ethnic groups cope with their environment, their values, their religion and customs. Bicultural education encompasses many facets relative to any ethnic group. The following items are just a few to be considered in bicultural education.

COMMUNICATION: What are the patterns of communication within the group, between groups? What are conversational topics and how are they handled? Is there a ritualized kind of communication between the sexes, between age groups? Are certain topics avoided? How do language shifts in style indicate group membership?

SOCIETY: Of what importance is social status? How is it shown? How is status changed or how is social power acquired? Economic power? Moral virtue? How are they expressed? Are relations between kin especially close? Are kin given rights above all others? What is the family structure? Are these particular group memberships?

WORK: What are the favored occupations? What is the relationship between boss and employee? Of what importance is independence as compared to being part of a larger organization? What is work success? To what extent are employment aspirational and possibilities compatible? What value does work have in itself; keeping busy? What kinds of rewards are sought through work?

THE SEXES: What are considered activities proper to a man, to a woman? How is sex treated? What are attitudes toward sex? How accurate is sexual information?

SPACE: What value is given to privacy? Are there particular areas for certain activities? How is territoriality established?

TIME: How is the daily routine organized? Of what importance is being on time? Of finishing work tasks on time? What does on time mean? Is future planning important, possible? Is time organized into chunks? Are some activities restricted to certain times of the year? Are rites-of-passage observed?

LEARNING: What is proper upbringing? Who teaches it? Of what importance is institutional education. Is learning valued for its own sake? Is book learning assigned a minor role as opposed to experience and practical learning? Are the learned treated with deference?

RECREATION: How do people have a good time? What are patterns of informal play? What are joking relationships? Are games and athletics part of the usual activity? Are the arts part of the recreational activities?

PROTECTION: What is physical, social, economic, or spiritual security? What efforts does the individual make to insure his security?

MATERIALS: Are special goods used or produced? How is material comfort defined?

In summarizing "what is bicultural education," one could say it is the study of the history and culture associated with an ethnic group. It is the study of all facets involved in that particular ethnic group. It neither sets judgment nor criticizes but accepts those qualities unique to that particular ethnic group.

With this in mind, each teacher should demonstrate the ability to:

a. Respond positively to the diversity of behavior involved in cross-cultural environments.
b. Develop awareness in the learner of the value of cultural diversity.
c. Prepare and assist children to interact successfully in a cross-cultural setting.
d. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.
e. Assist children to maintain and extend identification with and pride in their culture.
f. Understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment:
    1. The culture and history of the group's ancestry.
    2. Contributions of group to history and culture of the United States.
    3. Contemporary life style(s) of the group.
g. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.
h. Know the effects of cultural and socioeconomic and cultural factors on the learner and the educational program.
i. Use current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds.
j. Understand the effects of socioeconomic and cultural factors on the learner and the educational program.
k. Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

Bicultural education should be a part of the total curriculum. It should not be a separate, desegregated unit of teaching. Only when all the students in a given classroom share in the experience can it become meaningful and lasting. It should be made crystal clear, however, that bilingualism itself does not insure ipso facto a respect for other cultural patterns. The traditional hostility between France and Germany has been until recently a bitter reality, even though the language of each was commonly taught and understood by the other. . . . . .Bilingualism is not in itself the answer to cultural understanding among people. An indispensable asset, it must be fortified by the strongest possible sensitivity education. With knowledge of the language must exist a similar knowledge of the social, religious, and economic attitudes of a people.

WHEN SHOULD CULTURE BE TAUGHT?

Culture should be taught whenever there are ethnic groups represented in the classroom. Culture should be taught at the beginning of the academic experience for the ethnic child and it should be

continued to be a part of his/her integral educational experience throughout school. It can be a part of many activities; some are indicated below.

a. Integrate materials from as many different culture groups as possible, especially from those groups represented in your classroom.
b. Through the use of materials point out the positive attributes and worthwhile contributions of members of all culture groups.
c. Integrate culture materials into your normal, instructional procedure; in other words, make them a part of the total curriculum as the need arises.
d. Use culture materials to prepare students for field trips to sites related to history or culture.
e. Incorporate culture materials into teaching units which prepare students for attending coming activities in the local community: tribal ceremonies or holidays, festivals, arts and crafts shows, religious dances, etc.
f. Have culture materials available to students to examine for ideas when they are trying to create a work of art.

HOW CAN CULTURE BE TAUGHT?

The following activities are suggested for the implementation of cultural activities. They are by no means the only activities. The activities for each classroom can be as broad and inclusive as the teacher is imaginative; and with the assistance and help of the students and parents of the local community, there is an abundance of resources that can be tapped. Many of your best classroom materials for teaching culture will be teacher-made. Teacher-made units or lessons can present the authentic information found through local sources, and at the same time be on the appropriate grade level. The following three suggestions are general ideas that may lead you to many specific ones for developing your own units.

a. Develop teaching units which incorporate many culture materials into subjects already in your curriculum.
b. Develop individualized teaching packets or total units utilizing as many culture materials as possible, either through focusing on a certain culture group or by comparisons of different culture groups.
c. Develop individualized teaching packets or total units in subjects such as language arts, science, social studies, etc., in which you incorporate culture materials from various culture groups.

Various aspects of a culture can also lead to methods of teaching an awareness of that culture. For example, folklore has a definite place in all cultures and can be quite interesting to students. One area of folklore which is valuable in studying the language of a culture system is proverbs. Proverbs can frequently be used to bring about further understanding of the foreign thought patterns as well as provide built-in repertoire for correct syntactic and morphological patterns. Since folklore is the material that is handed on by tradition, either by word of mouth or by custom and practice, it may also include folksongs, folktales, or other materials preserved in words. It may be traditional tools and physical objects like fences or knots, hot cross buns, or Easter eggs; traditional ornamentation or

traditional symbols. It may be traditional procedures like throwing salt over one's shoulder to overcome "bad luck."

Games are another source or tool for teaching cultural units. Clubs can also be a great source for cultural enrichment. After school activities can include movies, plays, relevant ethnic meetings, field trips or holiday celebrations. Many cultural projects are possible for individual students or for small groups. Some suggestions are:

--Who's Who: Student picks a renowned figure of the past or present to develop in whichever manner he may choose (written report, class lecture, poster, presentation of works, etc.).

--Original poster: Students prepares a large poster showing the region or country where the language is spoken, depicting some of the culture.

--Scenes or speeches related to culture.

--Original skits depicting contemporary scenes or historical events.

--Musical presentation reflective of an ethnic group.

--Dressing dolls in regional or historical costumes.

--Arrangements for display or bulletin boards on and about ethnic groups.

--Maps showing historical growth of native country, provinces or regions of the country.

Many more items can be added to this list. If at all possible, work cultural material into daily work. Do not isolate it from grammar. Oral exercises, reading selections, theme topics, materials for paragraph writing can all be used to reinforce cultural material previously studied.

One of the drawbacks of cultural instruction is the problem of testing the material. First decide if it has to be tested. If you must test the material, be sure that you do not test the student's grammar instead of his comprehension of the subject matter. Use matching or multiple choice, or ask questions that can be answered easily with the vocabulary mastered (both the spelling and the meaning) during the cultural study. Cultural exposure must be presented in a positive manner if it is to stay with the students. We are educating students for a world where tolerance and understanding of the way of life have become increasingly important. Bicultural education has something profound to contribute to the lives of its students—a shattering of old thought patterns, and exposure to new ones. A person who has been exposed to a skillfully taught bilingual-bicultural education will never think in precisely the same manner again. He/she will have a different outlook toward his fellowman, a different way of approaching problems, and a different view of himself as a member of the human race. That's what bilingual-bicultural education is all about. Some suggestions on how to implement cultural units, activities, and field trips are on the following pages. Because Oklahoma schools contain such a rich mixture of Indian cultures and is known nationally as an Indian state, the examples provided relate to those cultures. Adaptations can, of course, be made by the teacher who has other ethnic groups.

USING LOCAL RESOURCES FOR LEARNING: FIELD TRIPS*

THE VALUE OF FIELD TRIPS

Field trips are of particular value to young children. They provide first-hand experience that books or verbal explanations can never furnish. Young children need to experience their world in as many ways as possible: seeing, touching, hearing, smelling and even tasting. Each concept is deepened as the child experiences it with each of his senses. On field trips they can ask questions and seek answers that will deepen their understanding of a new idea, material, object or process.

Field trips are an important way to teach mathematics, social sciences, and both biological and physical sciences. They stimulate growth in language skills and other mediums of self-expression such as music, dance, and art.

Field trips can be of special value to the Indian child. By taking field trips to see tribal activities and occupations he can profit in all of the above ways. In addition, however, he gains an increased cultural awareness. The child will feel additional pride in his heritage because of the recognition it is shown by the school sponsored field trip, and he will develop a more positive view of himself as the product of that heritage.

THE KEYS TO SUCCESSFUL FIELD TRIPS

Some helpful suggestions for preparation and follow-up will insure a successful and meaningful field trip. When selecting the site for the field trip, select:

1. A place that is near-by. Children become too tired if they spend a great deal of time traveling. They will be less likely to profit from the trip.
2. A place that is not typically too noisy and crowded. Crowds detract from your opportunity to teach the children. They make it more difficult to control the children and to keep track of their whereabouts. Noise tends to make children hyperactive and, therefore, more difficult to control.
3. A place where the children will be allowed to explore and participate. Remember children need to feel, see, hear, smell, manipulate to learn the most about their world. Avoid trips and sites which will only allow the children to observe and listen.

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*Sharon N. Thomas. CULTURE BASED CURRICULUM FOR YOUNG INDIAN CHILDREN. Salt Lake City: Randers Publications and Sales, 1975.

Pre-planning is essential if a teacher wants to be certain that the trip will provide maximum learning opportunities. The teacher should visit the trip site herself in advance. There she should look for special learning opportunities, check in advance for possible dangers to the children, explain how young her children are and what kinds of things they are able to understand. She should explain how important it is for her children to be able to explore and manipulate, and she should find out which things it will be permissible for them to touch and explore. Once the teacher knows what the learning potential of the field trip is, she can then begin to prepare her children for the trip so that they will gain the greatest amount of learning from the experience.

It is important to listen closely to children at the time of the trip. Listen to determine what they know and what they really don't understand. Call their attention to things they fail to notice. Stimulate their thinking by asking questions. The trip will be more interesting for the children and the teacher too if she can also learn something new from the field trip experience.

After the field trip the children need a variety of follow-up experiences to help them remember what they learned and to deepen the understandings they have gained. Some ways teachers can "follow-up" are:

1. Provide books, pictures, records, and displays that contain additional related information.
2. Stimulate dramatic play and role-playing by providing "props" for the children to replay situations and roles they saw on the field trips.
3. Continue to discuss the experiences. Extend their understanding to related fields.

CULTURALLY RELEVANT FIELD TRIPS

1. Go for a walk in the woods with someone who can name the plants. Identify special characteristics of trees and plants. Identify the ways the plants were used by Indians. Use both the Indian name and the English name. Gather some of the plants for use in the classroom.
2. Make a map of the immediate area around the school such as the classroom, the play yard and finally the bus route to school. Identify major landmarks. Take a walk to identify these landmarks. When it is clear that the children have the mental skill we might term "map space," extend the maps to larger and larger areas. Finally look at maps of the reservation. Find those areas where major economic activity is taking place, i.e., logging, cattle ranches, etc. Identify those areas and take trips there to watch the activity. (Economic activity might be one emphasis, others might be berry picking sites, long houses, kivas, etc.)

   The above is quite a sophisticated skill. Make certain your children have mastered a small concrete area before moving on to larger geographic areas. These activities will be most valuable to the children if they can be done in small groups.
3. Go stream fishing to catch frogs and fish—perhaps even tadpoles. Return to the classroom to cook and eat the fish and to observe the frogs. Make certain that there is adequate adult supervision.
4. Visit farms or ranches. If possible go when the children can see a beef or sheep being butchered. Follow the steps of getting meat from the land to the table.

5. Go on a walk in the woods. Mark the trail by breaking limbs, making a pile of rocks, marking trees or dropping items that would mark the trail. Explain how these methods were used by the children's Indian forefathers.
6. Gather wild garlic with the children. Beforehand make certain that the children can identify wild garlic. If they cannot identify it, plan pre-field trip activities that will develop this skill. Discuss how the food is used. Discuss how their parents and grandparents have collected and used it for seasoning. To store the garlic, put it in a glass of water in the refrigerator to preserve it until it is needed.
7. Make arrangements to watch smoked fish being prepared.
8. Take a field trip to observe sheep being sheared. If possible let the children participate in some aspect of the shearing.
9. Take a ride on a fishing boat. If possible let the children see fish being caught, stored, and cleaned. If possible, let them participate in some way.
10. Visit a logging site. Perhaps if the site is not too busy one of the workers will be able to let the children participate in some of the simple, less dangerous activities.
11. Attend a rodeo. If possible, arrange with someone to have the children explore the chutes, examine the riggings, and go up into the announcers' stand. On returning to the classroom, give the children the opportunity to role play by providing props such as leather straps, saddles, a log, large building materials such as saw horses and boards. If possible, arrange for the children to ride a horse.
12. Take a field trip to see an Indian artisan work: a carver, a silver worker, a weaver, a beader, etc.
13. Gather plants and dig roots.
14. Collect cedar bark used for weaving.
15. Gather cattails for making collages, weaving, etc.
16. Go on a walk to identify tracks.
17. Make purchases at the local store or at the trading post. Let each child buy something.
18. Go to the beach with someone who can identify sea life and who knows about the ocean. Identify sea life, by both Indian and English names. Have the person teach the children simply concepts, pointing out such things as: the tide, the undertow, sea life, waves, etc. He may also be able to tell them stories or legends there on the beach.

The above are only some of the many, many possible field trips which are culturally relevant. Indian use of plants was extremely varied and complex. Many field trips could be planned to identify and gather these plants and to use them in classroom activities. For a listing of Indian uses of native plants the teacher might see USES OF NATIVE PLANTS BY NEVADA INDIANS, compiled by Flo Reed, Nevada State Department of Education, Carson City, Nevada, 1970.

TEACHING A SECOND CULTURE*

The following activities are experiential—those which will provide opportunity for the student to feel emotionally involved. The non-verbal and semi-verbal bridges are quite useful when a second language is also being learned. The other activities can be done totally in the second language or in English.

NON–VERBAL BRIDGES

INDIAN DANCING. Allow students to watch and/or act out a dance. Some students may already be adept at various Indian dances and would like the opportunity to perform.

SIGN LANGUAGE. Show films and filmstrips, and give students time to read books about sign language. Invite a resource person to the classroom to demonstrate sign language and answer questions. Be sure to allow the students time to try the sign language themselves.

SEMI–VERBAL BRIDGES

GAMES. Research and learn various Indian games for classroom instruction or playground activities.

MUSIC. Listen to Indian chants and songs; teach the student basic chants.

PRINTS. Use teaching prints that encourage students to verbalize as well as present cultural information.

UTILIZE INFORMANTS

Invite American Indians to the classroom to talk about skills (crafts, dancing, cooking, etc.); tell old legends handed down to them; or relate real-life experiences, either their own or those of their ancestors. Allow much interaction with students.

PEN PALS, TAPE PALS

Correspondence with someone from another culture is good to promote a feeling of self-identification. To obtain prospective pen pals contact other bilingual-bicultural programs.

ROLE PLAYING

Provide situations for each student to act as though he was a member of another culture group. Indians could role play Anglos; Anglos, Indians.

TESTING CULTURE

Testing can be made fun if enjoyable occasions are devised for students to demonstrate their skills. Your class might plan a festival or have an Indian Day. Stress authenticity, not stereotyping.

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*Prepared by Wilma Guess, Resource Center Coordinator for the Cherokee Education Center, Tahlequah, Oklahoma. (Reference material: Howard L. Nostrand, "Empathy for a Second Culture: Motivations and Techniques," RESPONDING TO NEW REALITIES, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook Co., 1974), pp. 282-296.

TEACHING UNIT IN INDIAN EDUCATION*

(UNIT TITLE)

The following is an outline to be used as an aid in devising a teaching unit in Indian education. Such an outline is quite useful for teachers to share ideas—the unit when completed ideally contains all information necessary for teaching it in a classroom. Also included is the outline for a teaching lesson; the number of teaching lessons in each unit will vary according to the objectives to be accomplished.

I. SUBJECT AREA:

II. GRADE LEVEL(S):

III. PURPOSES:

Describe the major purpose of the total unit and/or list reasons for using the unit in your classroom. Items listed here will be restated in the individual teaching lessons related to each specific purpose.

IV. INSTRUCTIONAL OBJECTIVES:

It is most desirable to write these objectives in behavioral terms. These, too, will be repeated in the appropriate teaching lessons devised for accomplishing each objective.

V. UNIT OVERVIEW:

Briefly, but thoroughly, describe the series of lessons and activities included in this unit. When a person reads this, he should know generally what the unit consists of and how it will be taught.

VI. RESOURCES:

Include books, filmstrips, films, etc., to be used in teaching the unit. It would also be helpful to list sources of background material and any local people who are authorities on the topic of the unit.

VII. EVALUATION:

Specifiy lesson-by-lesson what method(s) of evaluation will be used. Also include details of any overall unit evaluation techniques if overall evaluation is planned.

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*Prepared by Dr. Fount Holland, Director of Indian Intern Teaching Program, Northeastern Oklahoma State University, Tahlequah, Oklahoma.

TEACHING UNIT

DEVELOPER'S NAME:

UNIT TITLE:

SUBJECT MATTER AREA:

RECOMMENDED GRADE LEVEL(S):

SUGGESTED TEACHING TIME FOR THIS LESSON:

PURPOSE:

This should be a restatement of the unit purpose you are specifically teaching for in this lesson.

INSTRUCTIONAL OBJECTIVE(S):

List the instructional objective or cluster of instructional objectives you are teaching toward in this lesson. These objectives will correspond with those listed in the unit overview and must be written to accomplish the purpose as stated above.

NEEDED INSTRUCTIONAL MATERIAL:

This should include all supplies and materials including films, slides and other audio-visual materials needed to teach this lesson. Give a short synopsis of film, slides, etc.

NEEDED EQUIPMENT:

This should include all equipment such as filmstrip projectors, tape players, etc.

METHOD AND PROCEDURE:

This should include a detailed step-by-step of what will be done. Teaching methods or activities should be explained and exactly how you plan to teach the lesson from beginning to end.

WORD DEFINITIONS:

Write a complete definition of words or concepts that students will need at the beginning of the unit.

CONTENT INFORMATION:

This section contains any information the teacher may need to feel comfortable teaching the lesson. This is likely to be the most extensive part of the lesson plan. It should contain verbatim the verbal information needed to teach the lesson and the source from which it came. When you give references include full title of books or articles, authors, publishing companies, etc. Do not assume that other teachers have the same materials that you have. Try to put yourself in the position of a teacher who will have to teach this lesson with no more than what you are providing.

EVALUATION:

Include procedures for evaluating this lesson. Describe fully, evaluation techniques used and attach copies of written tests.

TEACHING UNIT IN INDIAN EDUCATION

HOMES*

I. SUBJECT AREA: Social Studies

II. GRADE LEVEL: Fourth Grade

III. PURPOSES:

1. To improve the child's self-concept.
2. To increase the child's appreciation for the differences in the types of Indian homes.
3. To show the reasons why each Indian group used the type of home they used.

IV. INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify by picture a home of the Eastern Woodland Indians.
2. The student will be able to give two reasons why the Woodland Indians made the wickiup.
3. The student will be able to construct a wickiup.
4. The student will be able to identify by picture a home of the Plains Indians.
5. The student will be able to tell why the Plains Indians used the teepee.
6. The student will be able to name the two animals that had the most influence on the Plains Indians way of life.
7. The student will be able to construct a teepee.
8. The student will be able to identify by picture a home of the Southwestern Indians.
9. The student will be able to give two reasons why these Indians made the pueblo.
10. The student will be able to construct a pueblo.
11. The student will be able to identify by pictures the homes of the Northwest Indians.
12. The students will be able to list two reasons why these Indians made the longhouse.
13. The student will be able to construct a longhouse.
14. The student will be able to identify the four types of homes that go with the four main Indian groups in the United States.

V. UNIT OVERVIEW:

A. Subject Content

LESSON ONE

a. Forest area
b. Area of the U.S.
c. Materials available
d. Construction

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*Prepared by Janet Back, Fourth grade teacher, Locust Grove Elementary School, Locust Grove, Oklahoma, 1976-77. Complete unit not included; this sampling shows how Dr. Holland's outline, p. 51, can be utilized.

LESSON TWO

a. Construction of a wickiup

LESSON THREE

a. Area of the U.S.
b. Plains area
c. Materials available
d. Construction

LESSON FOUR

a. Construction of a teepee

LESSON FIVE

a. Area of the U.S.
b. Southwest area
c. Materials available
d. Construction

LESSON SIX

a. Construction of an adobe

LESSON SEVEN

a. Area of the U.S.
b. Northwest area
c. Materials available
d. Construction

LESSON EIGHT

a. Construct a longhouse

LESSON NINE

a. Review of four areas of Indians in the U.S.
b. Review of four types of homes

B. Activities

LESSON ONE

a. Teacher presentation
b. View overhead
c. Locate groups on map
d. Read orally from "Codes to Captains"
e. Duplicator sheet No. 2

LESSON TWO

a. Review construction from lesson one
b. Construct a wickiup

LESSON THREE

a. Teacher presentation

b. Locate groups on map
c. Read orally from "Codes to Captains"
d. Group discussion
e. Duplicator sheet No. 8

LESSON FOUR

a. Review of construction from lesson three
b. Construct a teepee

LESSON FIVE

a. Teacher presentation
b. Read from "Codes to Captains"
c. Complete duplicator sheet No. 13

LESSON SIX

a. Review construction information on an adobe

LESSON SEVEN

a. Teacher presentation
b. Content material
c. Group discussion
d. Complete duplicator sheet No. 19

LESSON EIGHT

a. Review longhouse construction
b. Construct a longhouse

LESSON NINE

a. Teacher presentation
b. Review of all past content material on homes and Indians

VI. SOURCES:

CODES TO CAPTAINS, Harper and Row Publishers
BRITANNICA JUNIOR ENCYCLOPEDIA, Volume 8, I-J
THE WORLD BOOK ENCYCLOPEDIA, Volume 10, I
INDIAN BOOK, Hayes Duplicator Social Studies Book, No. SS 412
LET'S BE INDIANS, Peggy Parish
INDIANS YESTERDAY AND TODAY, Prints by David C. Cook Publishing Co.
INSTRUCTO INDIANS, Prints
INSTRUCTO INDIANS OF THE EASTERN FORESTS, Prints

VII. EVALUATION:

LESSON ONE

a. Teacher observation of class participation
b. Duplicator sheet No. 2

LESSON TWO

a. Teacher evaluation of wickiup

LESSON THREE

a. Teacher observation of class participation

b. Duplicator sheet No. 8

LESSON FOUR

a. Teacher evaluation of a teepee

LESSON FIVE

a. Teacher observation of class participation

b. Duplicator sheet No. 13

LESSON SIX

a. Teacher evaluation of a pueblo

LESSON SEVEN

a. Teacher observation of class participation

b. Duplicator sheet No. 19

LESSON EIGHT

a. Teacher evaluation of a longhouse

LESSON NINE

a. Teacher-made test

b. Teacher observation of class participation

TEACHING LESSON

TEACHER'S NAME: Janet Back

UNIT TITLE: Homes

SUBJECT MATTER AREA: Social Studies

SUGGESTED TEACHING TIME: Twenty-five (25) Minutes

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify by picture a home of the Eastern Woodland Indians.
2. The student will be able to give two reasons why the Woodland Indians made the wickiup.

NEEDED INSTRUCTIONAL MATERIAL:

1. Overhead pictures of homes of Woodland Indians
2. Copies of "Codes to Captains," pp. 159-160
3. Content material
4. U.S. map
5. Duplicator sheet No. 2

NEEDED EQUIPMENT:

1. Overhead projector
2. Pencils

QUESTIONS TO ASK:

1. Why did the Eastern Woodland Indians make the kind of homes they made?
2. What materials did they use and why?
3. Why did the houses differ in the north and south?
4. Were these homes moved?

WORD DEFINITIONS:

1. Wigwam – a cabin or hut of the Indians of the east, formed of a framework of poles overlaid with bark, rush mats, or hides.
2. Saplings – a young tree
3. Wickiup – the hut typically elliptical in form, with a rough frame covered with reed mats or grass or brushwood.
4. Bark – the tough outside covering of a tree.

LESSON PLAN FOR CULTURE RELATED ARTS AND CRAFTS: PEN AND BRUSH LETTERING*

PROBLEM:

To learn to use the pen and brush as tools for lettering posters, poems, signs, anem, etc....

OBJECTIVES:

To be able to do the small and capital letters on page 23 and then page 22 in the speedball lettering book for a base to do any of the other lettering in the book satisfactorily. After doing these, then introduce the Cherokee alphabet. Also this should include spacing of lettering and words.

MOTIVATION:

Classes may be inspired by:

1. Demonstration before the class showing how good work can be done quickly when the skill is mastered.
2. Examples of work done to be shown to classes.
3. Discussion of consistency of paint, ink, pen and brushes used.
4. Planning and discussion on composition, lettering styles, and color.
5. Discussion of specific poster and poems, etc. . .

MATERIALS:

Individuals may select:

1. Lettering brushes of various sizes.
2. Lettering pens of various sizes.
3. White paper for practice.
4. Temper paint or ink.
5. Showcard, matt board, bristol board.

PROCEDURE:

Classes may work by:

1. Practicing single strokes with pencil first.
2. Using guidelines lightly.
3. Experimenting with paint or ink of right consistency.

*Prepared by E. G. Thompson, Art Coordinator, Cherokee Education Center, Tahlequah, Oklahoma.

4. Practicing strokes in different directions until they can do well.
5. Doing a planned page using simple lettering (name, titles, quotations, directions, (in Cherokee, and English).
6. Planning and executing the lettering that will be used on posters; etc. . .

EVALUATION:

1. Is your lettering consistent?
2. Are the letters well-formed?
3. Is the lettering you have done spaced correctly?
4. Is your work neat, eye-catching, and does it put across your idea?

NEXT STEP:

Signs and posters to help school and community are:

1. Special events
2. Plays
3. Bulletin board
4. Contest
5. Poems
6. Community clean up
7. Fire prevention
8. Safety signs
9. P.T.A.
10. Names of teacher, classrooms, and officers
11. Posters
12. Cafeteria signs

LESSON PLAN FOR CULTURE RELATED ARTS AND CRAFTS: BEADS, PIPES AND POTS IN CLAY*

PROBLEM:

To develop clay into beads, pipes, and pots relating to ethnic groups.

OBJECTIVES:

To provide experiences for pupils to investigate the nature of plastic clay through manipulation in a meaningful expression. To have the pupil understand the processes by which ceramics are produced.

MOTIVATION:

Show and discuss reproductions and/or actual pieces of clay. Discuss the historical background and show the part played by ceramics in all civilization. Explain the process in the development of finished pieces; that is, moist clay, greenware, bisque ware, and glazed ware. Several possible approaches might be briefly demonstrated by the teacher, such as: (a) Squeezing a piece of clay in different shapes and projecting an image in it which can then be developed. (b) Starting with the full piece of clay and pulling the parts from the whole (analytic). (c) Taking pieces of clay and adding together to make the full piece (synthetic). (d) The combination of an analytic and synthetic approach. Discuss how the working process must be developed to fit the individual.

MATERIALS:

White and/or red modeling clay, cone 010; white and/or red slip, cone 010; plastic bags; elephant ear sponges; modeling tools; scraper; engobe or "Pasgobe"; brushes, broad, flat, narrow, pointed; grog or "Perlite"; banding wheel; glazes, cone 010; pyrometric cones 010; large sponges.

PROCEDURES:

1. The teacher should prepare or have prepared balls of clay in an adequate number so all may be able to begin without the confusion and delay of trying to get the clay at one time. These balls could be kept in plastic bags so as to be in proper working condition.
2. Grog or Perlite may be added for texture and to reduce shrinkage.
3. Moist sponges should be available so pupil can moisten hands as he works on clay. This prevents clay from drying out and cracking. Caution against the use of too much water as this will rapidly bring the clay to an unmanageable, sticky condition.

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*Prepared by E. G. Thompson, Art Coordinator, Cherokee Education Center, Tahlequah, Oklahoma.

4. Pupil should be cautioned against forming delicate appendages and must be urged to develop strong compact forms. This is a limitation imposed by the nature of the material.
5. Clay objects can be maintained in a moist condition in a "moist storage area" or, if this is not available, placed in a large, air-tight plastic bag.
6. Fingers make the best tools. Modeling tools should be used with discretion.
7. Engobe decoration is best applied on leather-hard pieces. (Neither moist nor dry.)
8. Clay, thoroughly dry, may be bisque fired in the kiln. Begin with a slow fire.
9. Apply liquid glaze to bisque ware by pouring, dipping, or brushing.

EVALUATION:

1. Does the finished piece show respect for the nature of the clay?
2. Is there evidence of individuality in the development of a form concept?
3. Are the colors of the clay and engobes used in such a way as to enhance the total effect?
4. Was the material (such as engobe painting) used freely and with spontaneity?

NEXT STEPS:

1. Develop sculpture by using coil techniques.
2. Make sculpture by using slab techniques.
3. Do experimental pieces where textures are impressed by various common materials and tools.
4. Try experimental pieces where organic materials, such as rice, ground cork, etc., are used. These materials burn out during firing and give texture.

"ONE MUST LEARN BY DOING. YOU MAY THINK YOU KNOW.
YOU HAVE NO CERTAINTY UNTIL YOU TRY."

TECHNIQUES FOR TEACHING THE HOME LANGUAGE

NATURE OF LANGUAGE LEARNING

When a child learns his home language, he begins by learning to discriminate verbal auditory signals and to imitate them. As he progresses he makes finer and finer discriminations, mastering the phonic, grammatical, semantic, and nonverbal communication systems. He learns that language is a tool for analysis and synthesis, simultaneously learning his culture and his role in it. The speed of learning does not depend upon the structure of the specific language (all have different structures); yet, the child can learn any of them with equal facility.

While it is true that languages can differ in degree of sophistication, a language (or dialect) is equal to the demand put upon it. Some languages may not have yet developed a scientific vocabulary and rely to some degree upon a second language such as English.

Realization of the nature of language learning and exactly what has to be learned is the basis of good language programs. This is true for either native speakers or for those who are learning other languages. Adjustments must be made in the teaching of any language regardless of class size or background differences. Teaching aids, as well as methods and techniques, must be organized to follow what is known about language learning. The needs of the learner must be met in a way that is relevant and meaningful. The lessons built upon the learner's knowledge, background and experience.

CONSIDERATIONS INVOLVED IN LANGUAGE TEACHING

The elements in language are best taught in the following order: listening, speaking, reading, writing. Children should first hear the language before they are required to produce it. Reading and writing come only after some fluency has been achieved orally. Then, the initial written material should contain no structures which have not already been introduced. In a fully bilingual program, all children will be taught in two languages. Instruction in two languages, however, should usually be at different times of the day to discourage translation-type learning. Three steps are involved in language teaching: have the students learn to discriminate and reproduce the sounds in context of words; teach them to interpret and produce basic sentence patterns; and encourage their development of an adequate vocabulary. Each step must be focused on separately without interference from the others. For example, always teach new vocabulary words using a basic sentence pattern that the students have already learned. Likewise, always teach basic sentence patterns using vocabulary words that have already been mastered.

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

The most obvious need a student has who does not know enough English to profit from public school instruction is to learn more English. All bilingual programs teach English as a second language (ESL).

It generally takes this child about three years to learn enough English to do average work in mathematics, science, social studies, and language arts, when these are taught in English. If the child is not taught the basic concepts of these subjects in a language he understands, he will be two or three years behind in his academic subjects when he finally does learn enough English. Consequently, all bilingual programs help the student stay up to grade level in academic subjects by teaching them in a language the student understands—his first language.

To develop communication skills so the student can learn concepts in the language he knows best, it is necessary to teach him in his home language first. Children who have been taught initially in the language with which they are most comfortable develop into better readers—even in English—than do children who were taught to read first in a language they did not know well. All bilingual programs increase the student's skill in his first language as well as teach him English as a second language. Studies have shown that student achievement in English is NOT hurt by his also being taught in his first language for a portion of the school day.

There is no method of teaching English as a second language, but a child's language develops through all phases of life so his learning in the classroom should be adapted to his daily life. This requires developing your own style and approach and perfecting it throughout the school year. The method chosen should include audio-lingual-visual patterns of learning since students have different learning styles. In developing your method of teaching, remember that some students whose home language is other than English think in their home language and must mentally translate it before attempting to communicate in English. When asking questions of individuals, necessary time should be allowed for them to think it through before jumping to the conclusion that he/she doesn't know the answer.

The lesson for each day should be built on the previous one, and you should keep in mind that one of the main objectives is doing well in a small amount every day. In this way emphasis is placed on the quality of speech and comprehension instead of on the quantity of words learned. Most language experts are of the opinion that a proper sequence of any language program is essential to the development of competency and fluency in the student.

The art of arranging information to generate new knowledge is the very core of teaching. This can be accomplished through various means of teaching, but remember it should be relevant to the student where he/she can relate and associate it to something he already knows.

Similar vocabulary items may be presented through the structures of both languages, although this is not necessarily desirable. Similarities, however, cannot be avoided in some areas, for function words (articles, prepositions, conjunctions, etc.) will be needed in both languages. Content words should be selected for immediate need and usefulness in each language since motivation to learn words is higher when they are needed. Also, when there is occasion to use words repeatedly, their retention is more likely. Good sources for the vocabulary content of language drills are the texts for other subject areas and other basic words relating to home, family, and school. In all activities and experiences in the curriculum, emphasis should be placed on developing the concepts for which labels can be provided in both languages of instruction.

At the very outset of any bilingual education program, in fact from the very first day, children should be taught certain basic classroom instructions in the second language, so that these can be used by the teacher thereafter for effective classroom control. In addition, children can be taught certain fixed phrases, such as greeting forms, appropriate question forms for asking permission to do certain things, etc. These functional elements can and should be taught independently from the regular curricular sequence of language structures, since their structure remains the same in all circumstances.

PRACTICAL TEACHING SUGGESTIONS

1. The optimum size group for direct language instruction is 5-7; probably no more than eight students should ever be placed in a single group for most language-teaching activities. Above this point, the teacher cannot maintain close enough contact with students, and, most important, there will not be enough time for individual practice. Small groups allow maximum time for individual practice and for the teacher to monitor individual problems and correct errors before students have a chance to practice them.

2. If possible, students should be arranged in a semicircle for language instruction so that their attention will be focused on the teacher and so the teacher will be able to maintain better contact and class control. In addition, this arrangement facilitates student interaction in communicative activities. Rows and columns of chairs are inimical to effective language teaching.

3. Students should not be called in a particular order, but the teacher should skip around the group to hold their attention. For the same reason, a child should not be called on until after a question has been asked or directions given. If a child knows he will not be called on, he is likely not to listen further.

4. The pace of language drills is very important. A brisk tempo should be maintained at all times to keep students' interest and attention. Boredom quickly sets in if a drill is too slow.

5. Real objects should be used whenever possible to illustrate meaning. Pictures are also helpful, but a variety should be used to help define the range of experience covered by the word.

6. Language teaching is not something which goes on just during the scheduled language period. A wide variety of activities during the day should be used to reinforce patterns introduced in that period.

7. Language drills in game form can be available for the students whenever they have free time to choose an activity. Pictures may be grouped on a flannel board or pasted in a scrapbook, for instance, sorted according to which words begin with the same sound.

8. Slides of field trips and special school functions provide good bilingual language activities when the students prepare taped "sound tracks" in two languages and show them to other classes, PTA, or at open-house activities.

9. Much of the motivation for learning language comes when that language is needed to communicate. The teacher can foster this by heterogeneous assignment of students to classes, and by seating arrangements and grouping within the classroom which create the opportunity and need for students of varied language backgrounds to talk to each other.

10. Extra drill is needed on irregular items (such as forms of be) and items involving possible interference between the native and target languages. This is the reason material prepared for one language is not necessarily applicable to other language groups. The present progressive is not a problem for speakers of Spanish, but is for speakers of Navajo. The whole point of contrastive analysis is to determine what to teach and how much time to devote to the various linguistic features so identified.

SUMMARY

Initial success in reading is perhaps the single most important goal in primary education, since reading forms the basis for much of subsequent education. One of the chief weaknesses of mono-lingual educational programs is that they do not allow a child to begin reading in the language in which he has developed oral competence—unless this happens to be English. The child should begin reading in his dominant language. The child who learns to read first in Spanish or Navajo may have, in fact, a definite advantage over the child who must learn first in English. The writing system of English is not regular, and children must learn that a single sound may be spelled in many different ways. The writing system of Spanish and that which has been developed for Navajo are very regular, with close correspondences between sounds and letters. The child's ability to recognize the relationship between sound and symbol is a major factor in his success in initial reading instruction. The child who learns to read his native language before reading English will be learning to read twice. He will, indeed, become literate in two languages, and this is an advantage which might be denied if he began only in English.

The techniques suggested in this handbook try to set a pattern of success for the ethnic child in his/her language learning experiences. Children should be asked to produce only what they first understand, and opportunities for mistakes should be minimized. Oral language is undoubtedly the most pervasive component of any language arts program in the primary grades.

This brings us to the point of the teacher being familiar with the student's home language and culture. Given an understanding of how their language works and how it is used, you will be better able to design experiences which foster development of language skills. Techniques should be created to provide classroom experiences that encourage rather than inhibit the development of the students' language skills. The attitude of the teacher and the classroom environment play an important role in learning English as a second language. Small groupings where students are able to verbalize more with their peers are a most effective means of learning another language. Students seem to relate and understand each other much better than we adults do. Sometimes we either expect too much of them or we don't realize exactly what difficulties they are having with association. There is also an openness among youngsters that is sometimes not present with students and adults regardless of how we try to keep the line of communications open. In essence, children seem to be able to communicate better because they are on the same level. We either are talking down to them or talking above their heads.

Teaching English as a second language should definitely begin with oral language development. Reading should not be taught at all until they have attained sufficient command of oral language, including comprehension skills. The teaching should then be very systematic in applying teaching strategies appropriate to distinct learning modes and developmental levels while taking into consideration how differences in culture affect these and other learning variables.

When subject matter is taught in English, organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies and science, as a minimum, must be identified and applied in the learner's language. Many times you will have students who are able to speak English on a conversational level, but they also need English as a second language on the instructional level. Teaching subject matter on the level of the learner's language is a means of avoiding academic retardation until the student has acquired sufficient command of instructional English.

Spoken and written English fluency is essential for any member of American society, regardless of background. Classroom personnel need to be fully aware of the critical role language plays in all learning activities. By failing to recognize the child's native linguistic resources, we prevent him from progressing as rapidly as his experiences and intellectual development will allow. Experience may be said to have been fully experienced only when it has been worked through in terms of language.

Effective classroom management techniques must be employed for optimal learning in specific situations. In utilizing innovative techniques effectively in the learner's language, the following should be considered:

1. Utilize first and/or second language techniques in accordance with the learner's needs at various stages of the learning process.
2. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.

3. Provide for individualized instruction.
4. Employ inquiry/discovery teaching strategies.
5. Use media and audio-visual materials.
6. Arrange for interaction analysis.
7. Use the systems approach.
8. Organize modular learning stations for cross grouping.

As teachers we cannot wait for ideal education systems: we have an obligation to do the best we can for them now, in the light of our present knowledge, capacity and experience. At the same time, carefully controlled and responsible experimentation is called for to advance the state of our knowledge and help determine the best choice of procedures to achieve our educational goals.

Attention should be paid to the materials which already exist for the teaching of ESL and whether they fit the needs of your students. For your convenience, sources of available commercial materials for classroom activities are on page 50. ESL professional materials are in the bibliography on page 52.

In developing your own style and approach to teaching English as a second language, creativity in the development of your own material can be an exciting and rewarding venture. It also will enable you to better meet the needs of your students. Time for development of materials is a factor for all teachers, but maintaining a list of hints and ideas as you think of them will be helpful to you. You might want to identify them in order of sequence for a systematic approach to the teaching of ESL. Once you begin the initial phase of developing your own ESL materials, ideas will come forth without much effort as you prepare for your daily activities.

Prior to attempting the development of materials, one should know exactly what is involved in the teaching of ESL. What is ESL? For all practical purposes ESL basically involves oral language development to the fullest extent. Properly planned, organized and presented oral language development activities is a prerequisite to learning for all students regardless of ethnic background. In essence, oral language activities would benefit all of the students in your classroom providing they are allowed the freedom of expressing themselves. Open-ended questions beginning with such words as <u>how</u> or <u>why</u> are the key to allowing students to express themselves. Closed questions like those with <u>when</u> or <u>where</u> requiring only a one or two word answer don't allow verbalization. One important fact to keep in mind is that we, as teachers, are there to assist children in applying specific facts to useful generalizations. The students may know the facts but not how they can apply them to life's situation. The TABA Model utilizes the concept, grouping, labeling and predicting approach to the teaching of ESL. Visual material is of utmost importance in oral language development as well as activities for learning through the senses: listening, speaking, feeling, tasting and touching.

Some ideas to consider in developing your own materials and activities are suggested as follows:

<u>Show & Tell</u> – Toys, pictures, books, dolls, blocks, foods, animals, family, friends, workers, shapes, objects in pairs, experiences, etc.

Role Playing – Happy faces, sad faces and expressing why you are happy or sad. Playing the part of a mother, father, teacher, doctor, nurse, etc.

Pictures – Find a picture and tell me about it. Draw a picture and tell me about it.

Pantomime – Acting out problems, funny or unusual situations without speaking.

Flash Cards – Children can make games out of flash cards and teach each other.

Tell Me What You Did This Morning; This Evening (sequence) – The opportunity for self-expression adds to the ability to read, write and listen.

Imitating Sounds and Directions of Sounds – Auditory discrimination practices are essential to the development of sounds.

Play a Gossip Game – Children find this game very funny and often relax and become more open.

Make a Nature Collection – A nature collection is a great learning tool and fun to collect and enjoy.

Tell Me About Your Favorite Foods, Activities, etc. – Also the Basic Four could be discussed and the importance of nutrition to growth.

Talk About Likes and Dislikes – All children need to be respected for their dislikes as well as their likes.

Repetition of Teacher-Given Sentences – Following directions includes many skills, especially listening.

Name Different Objects in the Classroom – Students could tell what you are supposed to do with them and what you could do with them. This is good self-expression and creative experience.

Puppets – Puppets are a good tool for shy children to use. The puppets can say and do things that a child would not.

Realia – Objects that the students can relate to in the classroom such as toys, pictures, puppets, pencils, erasers, etc.

Language Master – The language master machine is a good tool if used properly under supervision. A card is used with the machine which has space for pictures or drawings and a recording tape on the bottom.

Tape Recorder – The tape recorder is an invaluable tool in any classroom to record one's speech. Children like to hear themselves on tape.

Sound Page System – This is a piece of paper with a recording tape on the back of it. You can write or draw on the paper but not type on it. Students could benefit from the experience of making their own sound pages.

Silent Movies – Silent movies are great for stopping and starting the 8mm projector and asking open-ended questions to elicit discussion, such as "why do you think they did that?" or "what do you think they are going to do next?"

Poetry – Read poetry and have the students draw a picture. It is a very good exercise in self-expression.

Feel and Describe Box – All different types and textures can be in the box for identification with eyes closed.

Taste and Identify Objects – An onion and an apple are good to experiment with; with eyes closed, one is not supposed to be able to distinguish the two.

The ideas and suggestions mentioned are only samples of what can be done toward oral language development in teaching ESL. Children learn in various ways so prepare your activities to provide a variety of experiences. If you should become at a loss for ideas consult with the Department of Special Education, your Media Center, speech teachers and foreign language curriculum specialists. They often have information and a wealth of material available which would serve your purpose. The Cherokee Education Center in Tahlequah, Oklahoma, is in the process of developing a guide and a kit of activities for ESL which will be available to the public upon completion. In closing, there are three important elements in the teaching of ESL: organization, enthusiasm, and love for children.

RESOURCES FOR
TEACHING ENGLISH AS A SECOND LANGUAGE

This list is far from complete but, hopefully, will provide several sources for ideas and activities to use in English-as-a-second-language teaching. Recommended commercially prepared materials for use in small group instruction are also included.

ACTING IN ACTION AND MASS MEDIA
Creative Teaching Press
1900 Tyler, Suite 22
South El Monte, California 91733

ACTIVE LEARNING: GAMES TO ENHANCE ACADEMIC ABILITIES by Bryant J. Cratty
Prentice-Hall, Inc.
Englewood Cliffs
New Jersey 07632

ATTRIBUTE GAMES AND PROBLEMS (No. 07-018480-1)
Webster Division
McGraw Hill Book Co.
1221 Avenue of the Americas
New York, New York 10020

CHANGE FOR CHILDREN (No. 0-87620-145-1)
Contains ideas and activities for language teaching.
Goodyear Series Publishing Co.
Madsen & Madsen
Pacific Palisades, California

COGNITIVE SKILLS: SEQUENCE PICTURE CARDS (No. 85-220) and
COGNITIVE SKILLS: WHAT'S MISSING? (No. 85-210)
Teaching Resources Corporation
100 Boylston
Boston, Massachusetts 02116

CORE ENGLISH: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
Ginn and Company
P. O. Box 2649
Columbus, Ohio 43216

DEVELOPING A VOCABULARY OF SENSES by Alexandra Frazer
Article containing ideas for language teaching appeared in Elementary English, February, 1970.
Elementary English is a publication of the NCTE.

AN ELEMENTARY LANGUAGE ARTS CAREER EDUCATION PROGRAM by Isabel K. Baker
LANGUAGE DEVELOPMENT THROUGH CAREER AWARENESS by Isabel K. Baker

PRE–SCHOOL LANGUAGE LEARNING EXPERIENCES by Isabel K. Baker
Cherokee Bilingual Education Program
P. O. Box 769
Tahlequah, Oklahoma 74464

LEARNING THROUGH PLAY
Harper & Row
10 E. 53 Street
New York, New York 10022

PEABODY LANGUAGE DEVELOPMENT KITS
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

PEOPLE PROJECTS
Pictures for vocabulary development.

WORKJOBS FOR PARENTS
WORKJOBS FOR TEACHERS
Addison-Wesley Publishing Co., Inc.
Sand Hill Road
Menlo Park, California 94025

Local Supplier: Dennis Trahan
509 North 8th
Tecumseh, Oklahoma

SRA BEGINNING TO LEARN: PERCEPTUAL SKILLS
SRA DISTAR LANGUAGE PROGRAMS
SRA LISTENING LANGUAGE LABORATORIES
SRA SOCIAL STUDIES INVOLVEMENT PROGRAM:
YOU AND YOUR FAMILY KIT – YOU AND YOUR COMMUNITY KIT –
YOU AND YOUR WORLD KIT
Each kit encourages verbal responses and maximizes student involvement.
SRA SUPER A and SUPER B KITS
Developed for reading but include many language improvement techniques.
SRA VOCABULAB 3 PROGRAM
Contains word building activities.
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Oklahoma Representatives:
Frank Bear (918) 341-4568
George Cheek (405) 732-5886

TEACHING YOUNG CHILDREN TO READ (2d ed.)
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

SELECTED BIBLIOGRAPHY OF PROFESSIONAL MATERIALS FOR TEACHERS IN BILINGUAL–BICULTURAL EDUCATION

Abrahams, Roger D., and Rudolph C. Troike (eds.). LANGUAGE AND CULTURAL DIVERSITY IN AMERICAN EDUCATION. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

ALL OUR VOICES. [16 mm film]. 28 min. Arlington Heights, Ill.: Bilingual Education Service Center. Available from Media Resource Center, Oklahoma State Department of Education.
SUMMARY: Shows classroom activities of bilingual/multicultural programs. Serves as introduction to area of bilingual education.

Andersson, Theodore, and Mildred Boyer. BILINGUAL SCHOOLING IN THE UNITED STATES. 2 vols. Austin, Tex.: Southwest Educational Development Laboratory, 1970.

Baker, Jean M., Joy Ross, and Barbara Walters. EACH ONE LEARNING: A SMALL GROUP PROCESS MANUAL FOR TEACHERS. San Bernardino, Calif.: Regional Project Office, 1971.

Baker, Jean M., Joy Ross, and Barbara Walters. THINGS TO DO: ACTIVITIES FOR A BILINGUAL CLASSROOM. San Bernardino, Calif.: Regional Project Office, 1972.

BILINGUALISM: PROMISE FOR TOMORROW. [16mm film]. 29 min. South Pasadena, Calif.: Bilingual Educational Services. Available from Media Resource Center, Oklahoma State Department of Education.
SUMMARY: This dramatized documentary film highlights key issues of bilingual/bicultural education: history, implementation, and prospects for the future. Examines concepts underlying need for effective bilingual education.

CARTEL: ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS. Austin, Tex.: Dissemination and Assessment Center for Bilingual Education, 1976. (Prepared monthly; cumulative issues annually)

Cordasco, Francesco. BILINGUAL SCHOOLING IN THE UNITED STATES: A SOURCEBOOK FOR EDUCATIONAL PERSONNEL. New York: McGraw-Hill, 1976.
Contains extensive bibliography on bilingual education.

CULTURAL ENRICHMENT CURRICULUM GUIDE. Tahlequah, Okla.: Cross-Cultural Media Center (P. O. Box 1123), 1977.

CULTURE–BASED CURRICULUM GUIDE. Tahlequah, Okla.: Cross-Cultural Media Center (P. O. Box 1123), 1977.

Donelson, Ken (ed.). ARIZONA ENGLISH BULLETIN. "Southwestern Literature and Culture in the English Classroom," Vol. 13, No. 3, April 1971.

Evertts, Eldonna L. (ed.). DIMENSIONS OF DIALECT. Champaign, Ill.: National Council of Teachers of English, 1967.

Fox, Robert P. (ed.). ESSAYS ON TEACHING ENGLISH AS A SECOND LANGUAGE AND AS A SECOND DIALECT. Urbana, Ill.: National Council of Teachers of English, 1973.

Garcia, Ricardo L. LEARNING IN TWO LANGUAGES. Bloomington, Ind.: The Phi Delta Kappa Educational Foundation, 1976.

GUIDE FOR ESTABLISHING MODULAR LEARNING STATIONS. Tahlequah, Okla.: Cross-Cultural Media Center (P. O. Box 1123), 1977.

Henry, Jeannette (ed.). THE AMERICAN INDIAN READER: EDUCATION. San Francisco: Indian Historian Press, 1972.

Horn, Thomas D. (ed.). RESEARCH BASES FOR ORAL LANGUAGE INSTRUCTION. Urbana, Ill.: National Council of Teachers of English, 1970-71.

IDEAS FOR ACTIVITIES IN MODULAR LEARNING STATIONS. Tahlequah, Okla.: Cross-Cultural Media Center, 1977.

INDIVIDUALIZED INSTRUCTION: LEARNING CENTERS. Loveland, Colo.: Center for In-Service Education.

Jacobson, Rodolfo (ed.). STUDIES IN ENGLISH TO SPEAKERS OF OTHER LANGUAGES & STANDARD ENGLISH TO SPEAKERS OF A NON–STANDARD DIALECT. Oneonta, N.Y.: THE ENGLISH RECORD (Official publication of the New York State English Council), Vol. XXI, April, 1971; distributed by the National Council of Teachers of English.

Johnson, Kenneth R. TEACHING THE CULTURALLY DISADVANTAGED: A RATIONAL APPROACH. Palo Alto, Calif.: Science Research Associates, 1970.

Laney, David, and Luana Lair. NATIVE AMERICAN LITERATURE. Tahlequah, Okla.: Cross-Cultural Media Center (P. O. Box 1123), 1976.

Marckwardt, Albert H., and Muriel Saville-Troike. CLASSROOM METHODS AND TECHNIQUES FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. [Cassette]. Philadelphia: NCTE Convention, 1973; distributed by National Council of Teachers of English.

SUMMARY: Marckwardt discusses use of several dictionaries to solve problems of pronunciation, grammar, meaning and use, and propriety. Saville-Troike points out shortcomings of audio-lingual methods in teaching students how to read fluently and evaluates teaching procedures which take into account distinctive characteristics of written language.

National Conference on Research in English. RESEARCH IN ORAL LANGUAGE. Champaign, Ill.: National Council of Teachers of English, 1967.

Pflum, John, and Anita Hanks Waterman. THE OPEN EDUCATION: A PROGRAM FOR COMBINING THE BASICS WITH ALTERNATIVE METHODS. Washington, D.C.: Acropolis Books, 1974.

Saville-Troike, Muriel R. BASING PRACTICE ON WHAT WE KNOW ABOUT CHILDREN'S LANGUAGE. [Cassette]. New York: National Elementary Language arts Conference, 1972; distributed by National Council of Teachers of English.

SUMMARY: The speaker discusses how major findings in linguistic research illuminate questionable and harmful practices in elementary classrooms, especially those which affect children from linguistic and cultural minorities.

Saville-Troike, Muriel R. BILINGUAL CHILDREN: A RESOURCE DOCUMENT. Bilingual Education Series, No. 2. Arlington, Va.: Center for Applied Linguistics, 1973.

Saville-Troike, Muriel R. FOUNDATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE: THEORY AND METHOD FOR MULTICULTURAL EDUCATION. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Saville-Troike, Muriel R., and Rudolph C. Troike. A HANDBOOK OF BILINGUAL EDUCATION. Rev. ed. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1971.

Slager, William R. (ed.). ENGLISH FOR AMERICAN INDIANS: a newsletter of the Office of Education Programs. Salt Lake City: University of Utah. Fall, 1971; Spring and Winter, 1972.

A TEACHER TALKS ABOUT HER CLASSROOM. [Filmstrip and disc]. New York: Bank Street College of Education, 1971.

SUMMARY: A teacher describes the materials and routines of her classroom which is set up in interest areas.

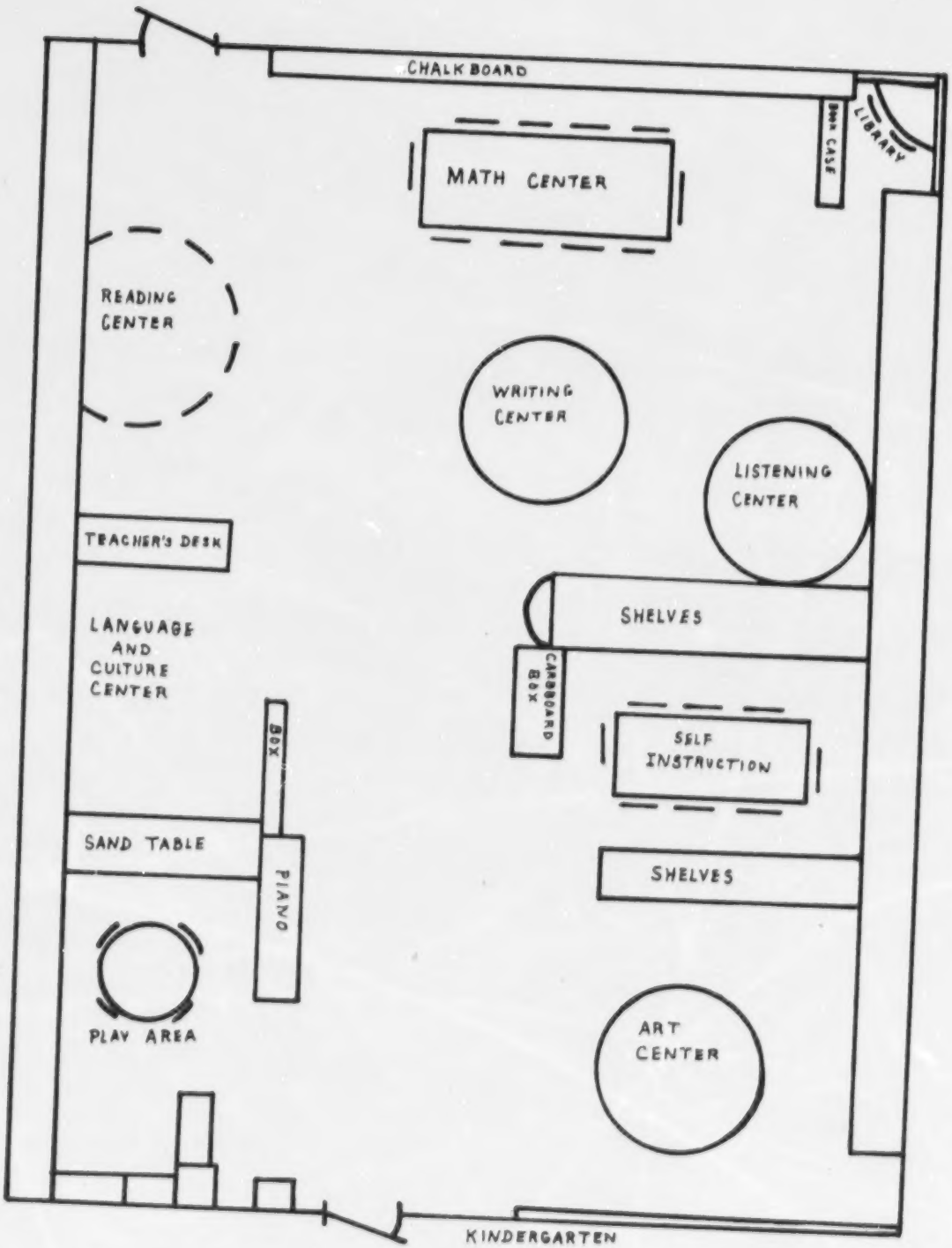
Thomas, Sharon. CULTURE BASED CURRICULUM FOR YOUNG INDIAN CHILDREN. Salt Lake City: Rander. ublications, 1975.

U.S. Bureau of Indian Affairs. BILINGUAL EDUCATION FOR AMERICAN INDIANS. Office of Education Programs Curriculum Bulletin, No. 3. Washington, D.C.: The Bureau, 1971.

Waynant, Louise F., and Robert M. Wilson. LEARNING CENTERS: A GUIDE FOR EFFECTIVE USE. Paoli, Pa.: Instructo Corp., 1974.

WE LEARN TOGETHER: A SMALL GROUP PROCESS MANUAL FOR SECONDARY TEACHERS. San Bernardino, Calif.: Regional Project Office, 1972.

Appendix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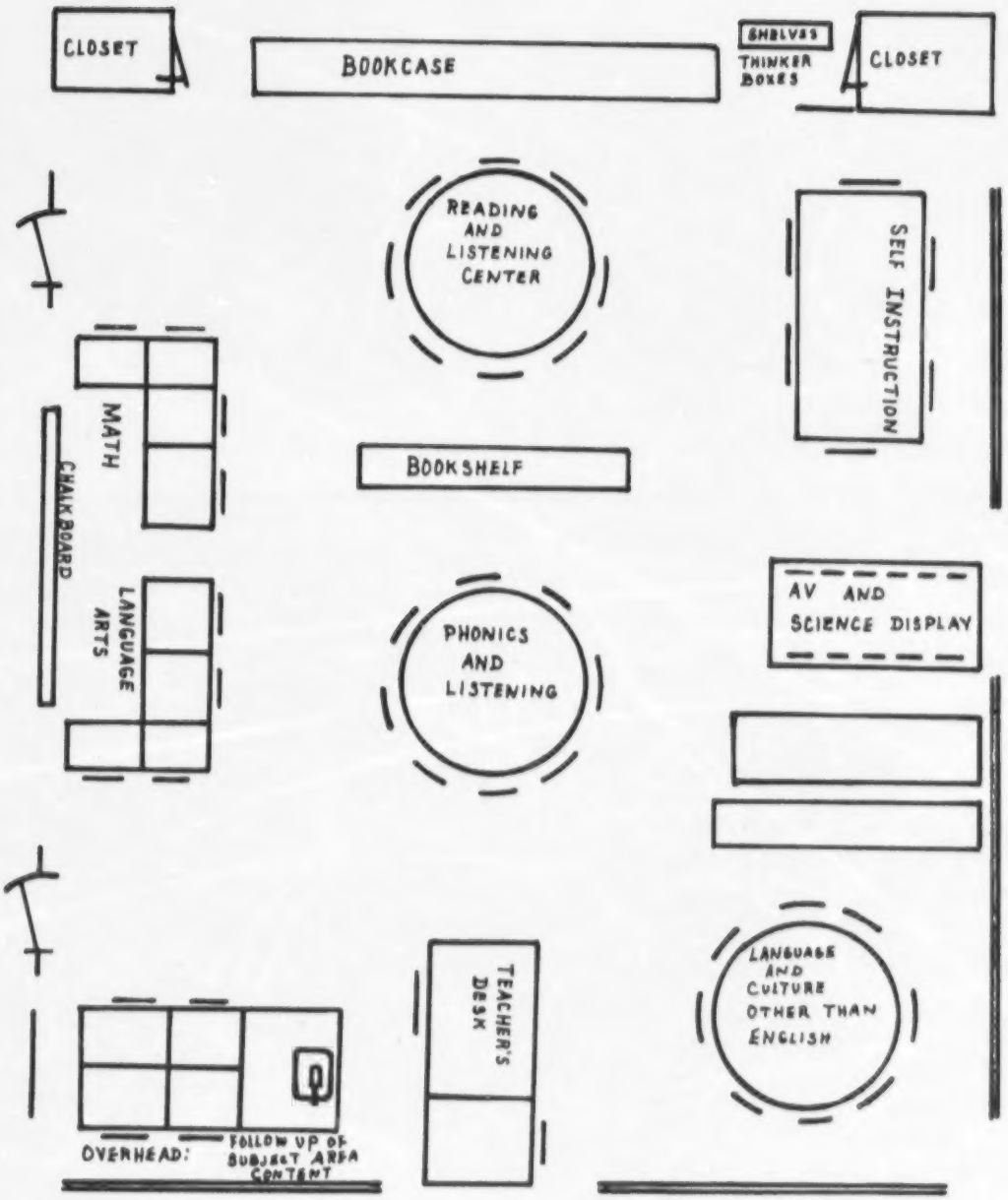
READING CENTER
WRITING CENTER
LISTENING CENTER
TEACHER'S DESK
LANGUAGE AND CULTURE CENTER
SHELVES
CARDBOARD BOX
SELF INSTRUCTION
BOX
SAND TABLE
PIANO
SHELVES
PLAY AREA
ART CENTER
KINDERGARTEN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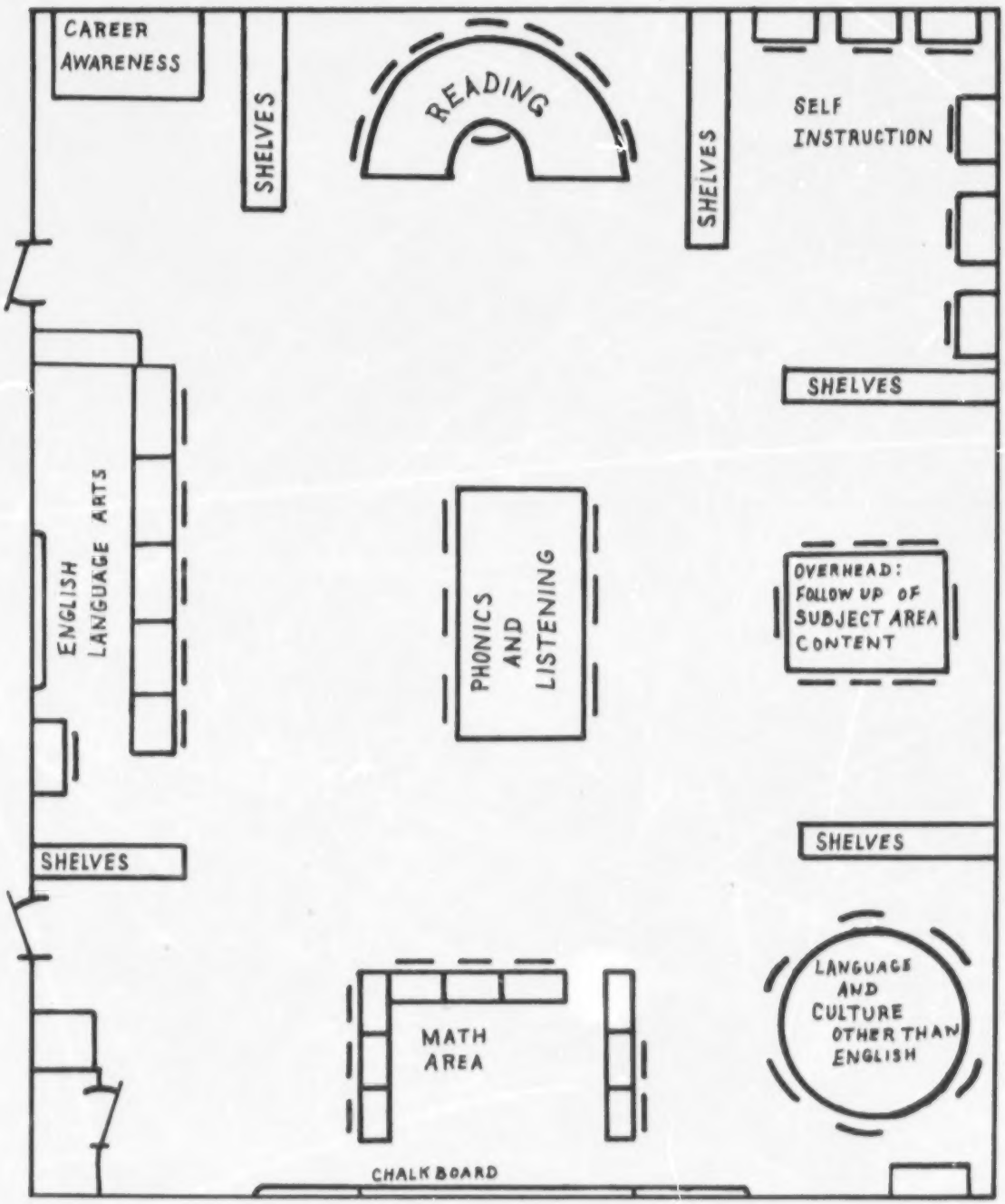
FOLLOW UP OF SUBJECT AREA CONTENT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SHELVES
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ENGLISH LANGUAGE ARTS
PHONICS AND LISTENING
OVERHEAD: FOLLOW UP OF SUBJECT AREA CONTENT
SHELVES
SHELVES
MATH AREA
LANGUAGE AND CULTURE OTHER THAN ENGLISH
CHALK BOARD

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